DOCUMENT RESUME

ED 074 307 VT 019 889

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| AUTHOR | Allen, Moyra; Reidy, Mary |
| TITLE | Learning to Nurse: The First Five Years of the Ryerson Nursing Program. Appendix. |
| INSTITUTION | Registered Nurses' Association of Ontario. |
| PUB DATE | May 71 |
| NOTE | 137p. |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | Comparative Analysis; Followup Studies; *Instrumentation; *Nursing; *Performance Factors; *Program Evaluation; Questionnaires; Student Characteristics; Undergraduate Study; *Validity |
| IDENTIFIERS | Canada; *Ryerson Polytechnical Institute |

ABSTRACT

This appendix contains materials on the development and validation of instruments and scales used to assess the nursing program of Ryerson Polytechnical Institute in Toronto, Canada. Some of the instruments included the following: (1) Introductory Information Questionnaire, which investigates students' socioeconomic and ethnic backgrounds, influence of family and peer groups, and the process of choosing a nursing career, (2) Nursing Selection Inventory, which investigates students' self image and ratings of nursing characteristics, (3) Expectations and Experiences in Nursing, which deals with the anticipation of experiences as a student and as a graduate, (4) Activities of Students, which investigates activities and friendship patterns, (5) School Life, which measures the environment of the nursing school, (6) Nursing Approach Scale, which provides construction of a "values picture" of nurses, (7) Change and Development as Seen by the Graduating Student, (8) Commitment to Nursing Scale, which allows for self-evaluation of such dimensions as choice, awareness of the future, and sense of responsibility, (9) Creativity in Nursing, (10) Choosing a Job in Teaching, and (11) Taking Responsibility in Nursing. A report of the study which used these and other instruments is available as VT 019 723 in this issue. (SB)

ED 074307

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APPENDIX

TO

# LEARNING TO NURSE

## THE FIRST FIVE YEARS OF THE RYERSON NURSING PROGRAM

BY

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A STUDY

COMMISSIONED AND PUBLISHED

BY THE

REGISTERED NURSES' ASSOCIATION OF ONTARIO

May 1971
Montreal, Quebec

Price - $2.00

VT019882

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CONTENTS


Introductory Information Questionnaire
Development and Validation . . . . . 1
Questionnaire . . . . . 4

Nursing Selection Inventory
Development and Validation . . . . . 17
Questionnaire . . . . . 22

Expectations and Experiences in Nursing
Development and Validation . . . . . 27
Questionnaire . . . . . 30

Activities of Students
Development and Validation . . . . . 36
Activities Instrument . . . . . 39

School Life
Development and Validation . . . . . 48
Questionnaire . . . . . 54

Nursing Approach Scale
Development and Validation . . . . . 65
Questionnaire . . . . . 69

Change and Development as Seen by the Graduating Student
Development and Validation . . . . . 77
Questionnaire . . . . . 80

Commitment to Nursing Scale
Development and Validation . . . . . 88
Questionnaire . . . . . 91

Creativity in Nursing
Administration . . . . . 92
Questionnaire . . . . . 93

Choosing a Job in Teaching . . . . . 95

Beliefs About Nursing . . . . . 97
Questionnaire . . . . . 98

Attacking Curriculum Problems . . . . . 101

Taking Responsibility in Nursing
Development and Validation . . . . . 102
Form 1A . . . . . 105
Form 1B . . . . . 106
List of Nursing Behaviors . . . . . 107
Form 2 . . . . . 108
Form 3 . . . . . 109

Faculty Questionnaire . . . . . 110

Cooperating Agencies Questionnaire . . . . . 116

Graduate Battery . . . . . 119
Employers Questionnaire . . . . . 120
Head Nurse Questionnaire . . . . . 124
Ryerson Graduate Questionnaire . . . . . 129

Instructions for Answering Questionnaires on IBM Cards . . . . . 135

# INTRODUCTORY INFORMATION QUESTIONNAIRE

## I Development and Validation

In undertaking evaluative research on students in an educational system, it was deemed necessary that certain information be collected concerning the recruits' background and about the process of their choosing a career. The Introductory Information Questionnaire investigated three main areas: A. The students' background: socio-economic, and ethnic; B. The influence of family, pre-nursing peer groups and community on the student, C. The process of choosing the means to a nursing career.

The first draft of the instrument was a series of open-ended, specific questions developed from three areas. It was administered to one class of Ryerson students and one class of university nursing students. The responses were submitted to a content analysis by two judges and changes were made in the instrument to improve its clarity and inclusiveness. The second draft was administered to two groups of Ryerson students and one group of university nursing students. A content analysis was again carried out by two judges. The results of this analysis once more allowed the development of further clarity and inclusiveness as well as the modification of the instrument to a coded, rather than open-ended, form. This allowed the questionnaire to be answered on IBM cards.

The data was analyzed for the most part in terms of proportion of responses falling into various categories. Correlations and tests of significance of difference of proportion were applied where appropriate.

## I Questions

A. Background (Section II, Items 2-15)

1. What is the student's ethnic background? Immigrant or "Canadian"?
2. What is mother tongue? What is spoken at home? Is English "second"language?
3. What is the family's social and economic background?
4. What is the parental educational background? What is anticipated for the children? (Is the family socially mobile?)

B. Peer and extended family group (pre-nursing) (Section II, Items 16-33)

1. What were the occupational interests of the student's high school friendship group?

What were the educational interests of the student's high school friendship group?

2. Were there medical or nursing personnel among the student's friends or extended kinship group?
Did they express an attitude about nursing as a career for the student? (i.e. was there likely any influence from friendship or extended kinship group toward nursing as a career - indirectly?)

Total "community" influence (Items 41-51)

Who did the students actually feel influenced their choice by a positive or negative attitude?
- Do the students feel "community" pressure - in matters like a career?
- Do they see their choice as "independent"?

C. The process of "choosing" the career and means to attain it (Items 34-40 and 52-140)

a) Choosing nursing (Items 34-40)

1. When was nursing considered - how long after this date was the decision to become a nurse made? (i.e. impulse? long-term?)

2. What did the student feel was most important in motivating her to choose nursing
- security and/or benefits?
- fulfillment, family, the "sick" or the "profession"?

b) Choosing a school of nursing (1. Items 52-76
2. Items 77-99
3. Items 100-103
104-120)

1. What is the preferred type of nursing preparation?
- in the students' own eyes, and as she perceives the views of family, public, graduate nurses (the profession) - and the (education system) faculty
- which other view correlates most closely with her own?

2. Did she consider any other program?
Why did she reject other types of programs?

3. How and why did she choose the school she enrolled in?
- How did she learn of it?
- When and how long did it take her to decide to enroll?
- Why did she actually choose it? How important were these reasons for choosing it?

c) Influences toward/against choice of school (Items 121-130, 131-139, 140)

1. Who gave advice concerning the student's choice of a school of nursing? Was it for or against the specific school finally chosen?

2. What reasons were given against the choice of a specific school of nursing?

3. Was the advice requested?

d) Where is the student living? (i.e. what are her present environmental influences?) (Item 1)

I What type of living accommodations have you obtained as a student at this school?

1. (1) Live at home with family (or husband)
(2) Live in residence
(3) Rent a room
(4) Share an apartment
(5) Board with relatives (i.e. aunt, etc.)

II What was your father's place of birth?

2. (1) Canada (2) U.S.A. (3) British Isles (4) Europe (5) Other

What was your mother's place of birth?

3. (1) Canada (2) U.S.A. (3) British Isles (4) Europe (5) Other

What was your place of birth?

4. (1) Canada (2) U.S.A. (3) British Isles (4) Europe (5) Other

What language do you speak at home?

5. (1) English (2) French (3) Other European Language (4) Oriental Language (5) English-Other Languag

Are your parents alive?

6. (1) Both are alive (2) Father deceased (3) Mother deceased (4) Both parents deceased

What is your father's occupation?

7. (1) Self-employed (farm, business, agent, etc.)
(2) Professional (doctor, lawyer, professor, etc.) or executive
(3) Office worker or lower level management (supervisor, foreman)
(4) Skilled worker (electrician, etc.) or technician (computer, hospital, etc.)
(5) Service worker (gas station, truck driver, etc.)

What is your mother's occupation?

8. (1) She does not work
(2) Nurse
(3) Teacher
(4) Clerical
(5) Other

How much work does your mother do?

9. (1) She does not work
(2)She has worked full time for many years
(3) She has worked full time just recently
(4) She has worked part time for many years
(5) She has worked part time just recently

What type of education has been completed or is anticipated in your family?

Your mother's education included

10. (1) Pre-high school
(2) High school
(3) University
(4) Other technical or vocational college or institution
(5) Unknown

Your father's education included

11. (1) Pre-high school
(2) High school
(3) University
(4) Other technical or vocational college or institution
(5) Unknown

The education completed or anticipated for your three eldest syblings ( if you have three)

Your eldest sybling:

12. (1) Pre-high school
(2) High School
(3) University
(4) Other technical or vocational college or institution
(5) I have no sybling

Your second eldest sybling:

13. (1) Pre-high school
(2) High school
(3) University
(4) Other technical or vocational college or institution
(5) I have only the one sybling mentioned above

Your third eldest sybling:

14. (1) Pre-high school
(2) High school
(3) University
(4) Other technical or vocational college or institution
(5) I have only the two syblings mentioned above

You hope to complete the following level of education

15. (1) Other technical or vocational college or institution (i.e. nursing)
(2) Go on to university after nursing
(3) Go on to take a post-graduate degree in university
(4) Take a post-graduate course in a nursing speciality
(5) Other

III After graduation from high school, what type of work or further education did your three best high school friends do or undertake?

| In regards to continuing her education | (1)Did not continue her education | (2)University | (3)Nursing | (4)Other technical or vocational college or institution | (5)Other |
|---|---|---|---|---|---|
| 16. Friend #1 | (1) | (2) | (3) | (4) | (5) |
| 17. Friend #2 | (1) | (2) | (3) | (4) | (5) |
| 18. Friend #3 | (1) | (2) | (3) | (4) | (5) |

| In regards to her going to work: | (1) She continued her education as mentioned above | (2)Got married and did not work | (3)Office work or bank | (4) Clerk in store | (5)Other |
|---|---|---|---|---|---|
| 19. Friend #1 | (1) | (2) | (3) | (4) | (5) |
| 20. Friend #2 | (1) | (2) | (3) | (4) | (5) |
| 21. Friend #3 | (1) | (2) | (3) | (4) | (5) |

Are there nurses or doctors in your family or among your friends?

| Nurses/doctors in family or as friends | (1)Not among friends or relatives | (2)Friend | (3)Parent | (4)Sybling | (5)Grand-parent,aunt uncle,cousin |
|---|---|---|---|---|---|
| 22. Nurse #1 | (1) | (2) | (3) | (4) | (5) |
| 23. Nurse #2 | (1) | (2) | (3) | (4) | (5) |
| 24. Nurse #3 | (1) | (2) | (3) | (4) | (5) |
| 25. Doctor#1 | (1) | (2) | (3) | (4) | (5) |
| 26. Doctor#2 | (1) | (2) | (3) | (4) | (5) |
| 27. Doctor#3 | (1) | (2) | (3) | (4) | (5) |

What was their attitudes toward nursing as a career for you?

| Nurses/doctors in family or as friends | (1)Not among friends or relatives | (2) Favorable | (3)Favorable with limitations | (4)Indifferent | (5)Un-favorable |
|---|---|---|---|---|---|
| 28. Nurse #1 | (1) | (2) | (3) | (4) | (5) |
| 29. Nurse #2 | (1) | (2) | (3) | (4) | (5) |
| 30. Nurse #3 | (1) | (2) | (3) | (4) | (5) |
| 31. Doctor#1 | (1) | (2) | (3) | (4) | (5) |
| 32. Doctor#2 | (1) | (2) | (3) | (4) | (5) |
| 33. Doctor#3 | (1) | (2) | (3) | (4) | (5) |

The final instrument consisted of 24 items which characterized the nursing profession. It was administered in the form of a questionnaire, completed on IBM cards which listed the items and asked the students to decide first - whether or not this was a characteristic of nursing; and if it was, how important it was to the student in choosing to become a nurse. This gave a four-point scale in terms of importance in becoming or choosing to become a nurse. Mean composite scores were computed by dimension for each of the four groups participating in the study, and tests of significance of difference of means were applied.

Questions Asked:

1. How do the students recruited into the four groups participating in this study view nursing? What characteristics do they see as being present to nursing, and how strongly? (in terms of "intrinsic" and "extrinsic self-benefitting", "family benefitting" and "society benefitting".

2. How important to the group was each characteristic in choosing to become a nurse? What motivates each group to choose nursing as an occupation? Is there any significant difference between the groups?

A final set of questions were asked in an attempt to relate "Self-Image" to the motivational aspects of the "Nursing Profession Characteristics".

1. How is high or good "self-image" related to "motivation" in choosing nursing as a career?

2. Does high value placed on any of the professional characteristic(s) correlate with self-image rating?

When did you first consider a career in nursing?

Nursing was considered:

34. (1) In grade school
(2) In early high school
(3) In late high school
(4) After high school following some work experience
(5) After high school following more education

When did you firmly decide on a career in nursing?

The decision was made

35. (1) about the same time as it was first considered (2) much later

What do you feel was more important in influencing you to choose nursing as a career? Rank the following reasons.

| | Ranking of reasons for choosing nursing | | | | |
|---|---|---|---|---|---|
| | (1)First | (2)Second | (3)Third | (4)Fourth | (5)Fifth |
| 36. Benefits of nursing such as salary, ability to travel after graduation, or low initial cost of the program | (1) | (2) | (3) | (4) | (5) |
| 37. Felt profession would allow self-fulfillment or development of interests and abilities | (1) | (2) | (3) | (4) | (5) |
| 38. To please family or to help support and care for future family | (1) | (2) | (3) | (4) | (5) |
| 39. Wanting to help and work with people or care for the sick | (1) | (2) | (3) | (4) | (5) |
| 40. The profession itself seemed attractive and interesting | (1) | (2) | (3) | (4) | (5) |

Who were the person(s) who actually influenced your choice of nursing as a career?

| Persons who influenced you | (1) Influenced me by being for my choice of nursing as a career | (2) Influenced me by being against my choice of nursing career | (3) Indifferent or unrelated to my choice of nursing as a career |
|---|---|---|---|
| 41. Mother | (1) | (2) | (3) |
| 42. Father | (1) | (2) | (3) |
| 43. Sybling(s) | (1) | (2) | (3) |
| 44. Aunt, uncle or cousin | (1) | (2) | (3) |
| 45. Friend(s) | (1) | (2) | (3) |
| 46. Doctor(s)(other than friends or relatives) | (1) | (2) | (3) |
| 47. Nurse(s)(other than friends or relatives) | (1) | (2) | (3) |
| 48. Teacher | (1) | (2) | (3) |
| 49. Guidance Counselor | (1) | (2) | (3) |
| 50. Speaker at career session | (1) | (2) | (3) |
| 51. Other | (1) | (2) | (3) |

IV

Five kinds of nursing schools are listed below. You may or may not be familiar with each of these five ways of becoming a nurse. We wish to find out your opinion of the best way of becoming a nurse. If you are not familiar with any one of these, just indicate below. Then, please rank the remaining programs (those with which you are familiar) in terms of the best way of becoming a nurse.

a) Rank the nursing schools as you yourself see them.

b) Rank the nursing schools as you feel your family sees these programs.

c) Rank the nursing schools as you feel they are seen by the general public.

d) Rank the nursing schools as you think graduate nurses see them.

e) Rank the nursing schools as you think the faculty see them.

| Nursing Programs a) Rank as you see them | (1) Rank First | (2) Rank Second | (3) Rank Third | (4) Rank Fourth or Fifth | (5) Not Familiar with this type of program |
|---|---|---|---|---|---|
| 52. Nursing program at a Hospital School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 53. Nursing program at a College of Applied arts and technology | (1) | (2) | (3) | (4) | (5) |

Cont'd. . . .

| Nursing Programs: a) Rank as you see them | (1)Rank First | (2)Rank Second | (3)Rank Third | (4)Rank Fourth or Fifth | (5) Not Familiar with this type of program |
|---|---|---|---|---|---|
| 54. Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 55. Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 56. Nursing Program at an Independent (2year) School of Nursing | (1) | (2) | (3) | (4) | (5) |
| b) Rank as you think your family sees them | (1)Rank First | (2)Rank Second | (3)Rank Third | (4)Rank Fourth or Fifth | (5) Not Familiar with this type of program |
| 57. Nursing Program at a Hospital School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 58. Nursing Program at a College of Applied Arts & Technology | (1) | (2) | (3) | (4) | (5) |
| 59. Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 60. Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 61. Nursing Program at an Independent (2 year) School of Nursing | (1) | (2) | (3) | (4) | (5) |

| Nursing Programs: c) Rank as you think they are seen by the general public | (1)Rank First | (2)Rank Second | (3)Rank Third | (3)Rank Fourth or Fifth | (5) Not Familiar with this type of program |
|---|---|---|---|---|---|
| 62. Nursing Program at a Hospital School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 63. Nursing Program at a College of Applied Arts & Technology | (1) | (2) | (3) | (4) | (5) |
| 64. Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 65. Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 66. Nursing Program at an Independent (2 year) School of Nursing | (1) | (2) | (3) | (4) | (5) |

| d) Rank as you think graduate nurses see them | (1)Rank First | (2)Rank Second | (3)Rank Third | (4)Rank Fourth or Fifth | (5) Not Familiar with this type of program |
|---|---|---|---|---|---|
| 67. Nursing Program at a Hospital School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 68. Nursing Program at a College of Applied Arts & Technology | (1) | (2) | (3) | (4) | (5) |
| 69. Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 70. Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 71. Nursing Program at an Independent (2 Year) School of Nursing | (1) | (2) | (3) | (4) | (5) |

| Nursing Programs: e) Rank as you think the Faculty see them | (1)Rank First | (2)Rank Second | (3)Rank Third | (4)Rank Fourth or Fifth | (5) Not Familiar with this type of program |
|---|---|---|---|---|---|
| 72.Nursing Program at a Hospital School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 73.Nursing Program at a College of Applied Arts & Technology | (1) | (2) | (3) | (4) | (5) |
| 74.Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 75.Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) | (5) |
| 76.Nursing Program at an Independent (2 Year) School of Nursing | (1) | (2) | (3) | (4) | (5) |

Before enrolling in your present school of nursing, did you consider any other school of nursing or type of program?

| Program | (1) Enrolled in this program | (2) Considered it | (3) Did not Consider it | (4) Was not familiar with it |
|---|---|---|---|---|
| 77.Nursing Program at a Hospital School of Nursing | (1) | (2) | (3) | (4) |
| 78.Nursing program at a College of Applied Arts & Technology | (1) | (2) | (3) | (4) |
| 79.Nursing Program at a Regional School of Nursing | (1) | (2) | (3) | (4) |
| 80.Nursing Program at a University School of Nursing | (1) | (2) | (3) | (4) |
| 81.Nursing Program at an Independent (2 year) School of Nursing | (1) | (2) | (3) | (4) |

What led you not to enroll in the various other types of schools of nursing? How important were the following reasons?

| Reasons for not enrolling in other type(s) of programs: | (1) I never thought of this | (2) It did not apply to my choosing a school | (3) It was not too important | (4) It was moderately important | (5) It was very important |
|---|---|---|---|---|---|
| 82. Setting and atmosphere | (1) | (2) | (3) | (4) | (5) |
| 83. Rules and regulations (including residence requirements etc.) | (1) | (2) | (3) | (4) | (5) |
| 84. High academic standards | (1) | (2) | (3) | (4) | (5) |
| 85. Low academic standards | (1) | (2) | (3) | (4) | (5) |
| 86. Clinical facilities | (1) | (2) | (3) | (4) | (5) |
| 87. Too much clinical practice | (1) | (2) | (3) | (4) | (5) |
| 88. Too little clinical practice | (1) | (2) | (3) | (4) | (5) |
| 89. The philosophy of the program generally | (1) | (2) | (3) | (4) | (5) |
| 90. Did not have qualifications | (1) | (2) | (3) | (4) | (5) |
| 91. Did not have money | (1) | (2) | (3) | (4) | (5) |
| 92. Applied too late | (1) | (2) | (3) | (4) | (5) |
| 93. The program was not easily available | (1) | (2) | (3) | (4) | (5) |
| 94. Lack of broad and/or liberal program | (1) | (2) | (3) | (4) | (5) |
| 95. Length of program | (1) | (2) | (3) | (4) | (5) |
| 96. Preparation of teachers | (1) | (2) | (3) | (4) | (5) |
| 97. Reputation of school(s) | (1) | (2) | (3) | (4) | (5) |
| 98. I was not accepted | (1) | (2) | (3) | (4) | (5) |
| 99. Other | (1) | (2) | (3) | (4) | (5) |

When did you first learn of the existence of the institution which is the setting for your school of nursing?

You learned of it during:

100. (1) Grade School (2) High School (3) At end of High School (4) After High School

When did you first learn of the nursing program at this institution ?

You learned of it:

101. (1) At about the same time as you learned of the institution
(2) A short time later
(3) Much later

When did you specifically decide to enroll in your school of nursing?

You decided to enroll in it:

102. (1) In grade school (2) In high school (3) At end of high school (4) After high School

How long after you decided to become a nurse did you make thss decision to enroll in your school of nursing?

It was:

103. (1) At about the same time (2) A short time later (3) Much later

Why did you choose to enroll in <u>your</u> school of nursing?

| Reasons for enrolling in my school of nursing | (1) I never thought of this | (2) It did not apply | (3) It was not too important | (4) It was moderately important | (5) It was very important |
|---|---|---|---|---|---|
| 104. Setting and atmosphere | (1) | (2) | (3) | (4) | (5) |
| 105. Rules and regulations (including residence requirements, etc. | (1) | (2) | (3) | (4) | (5) |
| 106. High academic standards | (1) | (2) | (3) | (4) | (5) |
| 107. Low academic standards | (1) | (2) | (3) | (4) | (5) |
| 108. Clinical facilities | (1) | (2) | (3) | (4) | (5) |

| Reasons for enrolling in my school of nursing | (1) I never thought of this | (2) It did not apply | (3) It was not too important | (4) It was moderately important | (5) It was very important |
|---|---|---|---|---|---|
| 109. Too much clinical practice | (1) | (2) | (3) | (4) | (5) |
| 110. Too little clinical practice | (1) | (2) | (3) | (4) | (5) |
| 111. The philosophy of the program generally | (1) | (2) | (3) | (4) | (5) |
| 112. I did not have the qualifications for other schools | (1) | (2) | (3) | (4) | (5) |
| 113. I did not have the money for other schools | (1) | (2) | (3) | (4) | (5) |
| 114. I applied too late to other schools | (1) | (2) | (3) | (4) | (5) |
| 115. Broad and/or liberal program | (1) | (2) | (3) | (4) | (5) |
| 116. Length of program | (1) | (2) | (3) | (4) | (5) |
| 117. Preparation of teachers | (1) | (2) | (3) | (4) | (5) |
| 118. Reputation of school | (1) | (2) | (3) | (4) | (5) |
| 119. I was not accepted at other schools | (1) | (2) | (3) | (4) | (5) |
| 120. Other | (1) | (2) | (3) | (4) | (5) |

Who advised you concerning (for or against) the nursing program at your school of nursing?

| Person giving advice | Advice (1) for | (2) for, with limitations | (3) against | (4) No Advice Given |
|---|---|---|---|---|
| 121. Parents | (1) | (2) | (3) | (4) |
| 122. Syblings | (1) | (2) | (3) | (4) |
| 123. Other relatives | (1) | (2) | (3) | (4) |
| 124. Friends | (1) | (2) | (3) | (4) |
| 125. Doctor(s) other than friends or relatives | (1) | (2) | (3) | (4) |
| 126. Nurse(s) other than friends or relatives | (1) | (2) | (3) | (4) |
| 127. Teacher | (1) | (2) | (3) | (4) |
| 128. Guidance Counselor | (1) | (2) | (3) | (4) |
| 129. Speaker at career session | (1) | (2) | (3) | (4) |
| 130. Other | (1) | (2) | (3) | (4) |

Reasons advisors gave against your school of nursing or type of nursing program?

| Reasons against enrolling at your school of nursing | (1) True | (2) False |
|---|---|---|
| 131. Favored other type of program | (1) | (2) |
| 132. Against length of your program | (1) | (2) |
| 133. Program not recognized enough | (1) | (2) |
| 134. Too difficult | (1) | (2) |
| 135. Too expensive | (1) | (2) |
| 136. Too much practice | (1) | (2) |
| 137. Too little practice | (1) | (2) |
| 138. No explanation given | (1) | (2) |
| 139. Other | (1) | (2) |

Had you usually requested advice, about your school of nursing, when it was given?

140. (1) Yes (2) No.

## NURSING SELECTION INVENTORY

The Nursing Selection Inventory consists of two parts. On the first, the Self-Image Characteristics Scale, the respondents were asked to rate themselves on a series of personal characteristics in order to provide a measure of strength of Self-Image. On the second, the Characteristics of the Nursing Profession Scale, the respondents selected from a list of statements those they felt actually described nursing and then rated their importance in the process of choosing to become a nurse. The respondents, in this way, described themselves and the nursing profession within set limits and in terms that allowed comparison and contrast between the groups participating in this study.

### Part A - Self-Image Characteristics Scale

#### I Development and Validation

This scale consisted of a series of thirteen self-descriptive items contained within four dimensions, - Organizational, Interpersonal Competence, Self-Confidence and Self-Discipline. While these dimensions were adopted from Dr. Robson's work on recruitment to the nursing profession, the items themselves were modified and revalidated (Robson, p. 226), as in correspondence he indicated further validation would be of value.

The final set of items used in this study were developed from Robson's original list (Robson, p. 171), the nursing literature and from statements made by the students concerning nursing. Twenty-two statements were developed representing the four dimensions. These were submitted to three judges (two nurse researchers, one logician) for validation. Six items were rejected on the grounds of ambiguity, vagueness or inappropriateness, and four were modified. The remaining sixteen items were then submitted to a group of eleven nurses for dimension validation. Thirteen of the sixteen items were then retained. An item was rejected if it was not judged to follow the correct dimension by seven of the eleven judges.

The judges were given the items typed on separate cards. They were asked to sort these into the four categories using the following instructions.

Instructions

This envelope contains a set of 16 items and four envelopes. Each of the envelopes is labelled to represent the four dimensions of this instrument. The instrument itself is concerned with the "Self-Image" characteristics of the student nurse. The dimensions are:

A - Organizational Competence

B - Interpersonal Competence

C - Self-Confidence

D - Self-Discipline

Please read the items and sort them into the four dimensions by placing each item in the appropriate envelope. Return the four smaller envelopes to the large one.

The following is a table of items judged correctly by the judges:

SELF-IMAGE CHARACTERISTIC

No. of Judges and Items

| A. Organizational Competence | | B. Interpersonal Competence | | C. Self-Confidence | | D. Self-Discipline | |
|---|---|---|---|---|---|---|---|
| Item | No. of Judges | Item | No. of Judges | Item | No. of Judges | tem | No. of Judges |
| 5 | 9 | 1 | 7 | 2 | 7 | 9 | 7 |
| 6 | 9 | 4 | 9 | 3 | 7 | 11 | 9 |
| 12 | 8 | 10 | 9 | 7 | 8 | 13 | 8 |
| | | | | 8 | 7 | | |

The following are the final list of items retained (by dimension):

| Dimension: | Items |
|---|---|
| A. Organizational Competence: | (5) I am someone who always has her way of doing things, - well-organized. |
| | (6) I am able to accomplish easily the kind of complex work which requires the interrelation of many details. |
| B. Interpersonal Competence: | (1) I am at ease when meeting strangers. |
| | (10) I am able to get along well with most people. |
| C. Self-Confidence: | (2) I am very feminine. |
| | (3) I am very talented. |
| D. Self-Discipline: | (9) I am a person who can control her emotions in upsetting situations. |
| | (13) I am able to make a steady schedule and stick to it. |

The scale was administered in the form of a questionnaire completed on IBM cards. The respondent was instructed to regard each item as possibly descriptive of self and to indicate on a four point scale (ranging from "not at all" to "very") how well each statement described her as an individual. A mean score of each dimension, as well as a mean composite over all four dimensions, was computed for each of the four groups of respondents participating in the project. Tests of significance of difference of means and analysis of variance were performed on the data.

Questions Asked:

A. Self-Image:

1. What is the "self-image" of the girl recruited into four different types of nursing programs (2 hospital, 1 autonomous and Ryerson), in terms of characteristics important in being a nurse: organizational and interpersonal competence, self-confidence and self-discipline?

2. How well developed generally is "self-image" in the four groups (how high a total rating do the students give themselves)?

3. How different are the groups in terms of the four characteristics defined here as "self-image"?

## Part B - Nursing Profession Characteristics

The second part of the Nursing Selection Inventory asks the question: What are the characteristics that the respondents believe are essentially descriptive of the nursing profession? Which of these do they feel were important enough to attract them toward a career in nursing? The Inventory is composed of twenty-four statements descriptive of nursing. These are grouped into four dimensions, Intrinsic and Extrinsic Self-Benefitting, Family and Society Benefitting, developed from work done by Dr. Robson (Robson, p. 224). Some sample items by dimension are as follows:

Sample Items

Dimension I: Society Benefitting

22. Nursing is an occupation which is very useful to society in general and in which I can directly benefit my fellow man.

15. Nursing is an occupation in which I can help people who are faced with human problems or suffering.

Dimension II: Family Benefitting

16. Nursing is an occupation in which I will learn things which will make me a better wife and mother.

21. Nursing is an occupation in which I can always be sure of finding a job if I need to provide money for my future family.

Dimension III: Intrinsic Self-Benefitting

25. Nursing is an occupation which will call upon me to use my intelligence and judgment.

23. Nursing is an occupation for which I have special abilities and aptitudes where I can develop and excel.

Dimension IV: Extrinsic Self-Benefitting

24. Nursing is an occupation which will allow me to look forward to a stable, secure future.

17. Nursing is an occupation in which I can travel and work in exciting places.

Robson worked on and constructed an "intrinsic-extrinsic" value scale. However, his three dimensions (see page 224) seem to overlap somewhat and did not seem to be as productive as possible in the analysis of data. He stated them as follows:

1. society benefitting, family benefitting and self-benefitting (self-pleasure) values.

2. security vs. self-fulfillment values.

3. high vs. low intrinsic values.

"Self-fulfillment" was equated with intrinsic and "creativity" was equated with intrinsic while "self-pleasure" was equated with extrinsic and "security" with extrinsic.

For the instrument used here, these dimensions were modified, redefined and restated as follows: (see total list of items in Questionnaire)

Nursing Profession Characteristics
Items as Included in Dimensions

| Dimension | Items Included |
|---|---|
| A. Intrinsic Self-Benefitting | 14, 19, 23, 25, 27, 30* |
| B. Extrinsic Self-Benefitting | 17, 20, 24, 28, 31, 35 |
| C. Family Benefitting | 16, 21, 26, 34, 32, 37 |
| D. Society Benefitting | 15, 18, 22, 29, 33, 36 |

*Item numbers are the numbers used on attached questionnaire (see end of section).

"Intrinsic self-benefitting" here relates to self-fulfillment or to creativity. The "extrinsic self-benefitting" characteristics relate to self-pleasure or to security. "Family benefitting" relates to present of future family. "Society benefitting" is both specific and general.

The items included some from Robson's original list (see pp. 166-181, Appendix A), some from the nursing literature and some from statements made by students concerning nursing.

Sixty-two statements were developed representing the four dimensions. These first were submitted to three judges (2 nurse researchers, 1 logician). Twenty-one items were rejected on the grounds of ambiguity, vagueness or inappropriateness. Fifteen items were modified slightly. The remaining forty-three items were then submitted to a group of eleven nursing experts for dimension validation. Twenty-four of the 43 items were retained. An item was rejected if it was not judged to fall in the correct dimension by at least eight of the eleven judges. The judges were given the items typed on separate cards and they were asked to sort these into four categories using the following instructions:

> This envelope contains a set of 24 items and four envelopes. These four envelopes are labelled to represent the four dimensions of this instrument. The instrument itself is concerned with characteristics of the nursing profession as the prospective student sees it and how these characteristics motivate her to select nursing as a career. The dimensions represent (here we listed the four dimensions). Please read the items and sort them into four dimensions by placing each item into the appropriate envelope. There is not necessarily the same number of items in each dimension. When you are finished sorting the items return the four smaller envelopes into the larger one.

Below is a diagram in terms of the items as judged appropriate by the judges:

Nursing Profession Characteristic and Item (judging item correctly)

| A. Intrinsic Self-Benefitting | | B. Extrinsic Self-Benefitting | | C. Family Benefitting | | D. Society Benefitting | |
|---|---|---|---|---|---|---|---|
| Item | No. Judges | Item | No. Judges | Item | No. Judges | Item | No. Judges |
| 14 | 8 | 17 | 9 | 16 | 8 | 15 | 9 |
| 19 | 9 | 20 | 8 | 21 | 9 | 18 | 8 |
| 23 | 8 | 24 | 8 | 26 | 9 | 22 | 9 |
| 25 | 9 | 28 | 9 | 34 | 8 | 29 | 9 |
| 27 | 9 | 31 | 8 | 32 | 9 | 33 | 9 |
| 30 | 8 | 35 | 9 | 37 | 8 | 36 | 8 |

## NURSING SELECTION INVENTORY

A Self-Image Characteristic

Please describe, in terms of the statements which follow, the kinds of person you are just now.

| Descriptive statements | How much is this like you? (1)Very | (2)Fairly | (3) Not very | (4)Not at all |
|---|---|---|---|---|
| 1. I am at ease when meeting strangers . | (1) | (2) | (3) | (4) |
| 2. I am very feminine. | (1) | (2) | (3) | (4) |
| 3. I am very intelligent. | (1) | (2) | (3) | (4) |
| 4. I am someone to whom others frequently look for help and advice. | (1) | (2) | (3) | (4) |
| 5. I am someone who always has her way of doing things well organized. | (1) | (2) | (3) | (4) |
| 6. I am able to accomplish easily the kind of complex work which requires the inter-relation of many details. | (1) | (2) | (3) | (4) |
| 7. I am able to do many things well. | (1) | (2) | (3) | (4) |
| 8. I am an exceptionally efficient person. | (1) | (2) | (3) | (4) |
| 9. I am a person who can control her emotions in unsetting situations. | (1) | (2) | (3) | (4) |
| 10. I am able to get along well with most people. | (1) | (2) | (3) | (4) |
| 11. I am a person who readily puts pleasure off until later if work is called for now. | (1) | (2) | (3) | (4) |
| 12. I am able, even when I have made definite plans, to fit-in the unexpected without becoming upset or flustered. | (1) | (2) | (3) | (4) |
| 13. I am able to make a study schedule and stick to it. | (1) | (2) | (3) | (4) |

B

Nursing Profession Characteristics

The following statements may or may not truly describe the nursing profession and may or may not have been important to you in choosing to become a nurse. We would like to know if you see these statements as describing nursing, and, if you do, which of them were important to you in choosing to become a nurse.

| Statements describing nursing | (1)This is not a characteristic of nursing | It is a characteristic. Its importance to me in choosing to become a nurse was: (2)Very important | (3) Fairly important | (4)Not very important | (5)Not at all important |
|---|---|---|---|---|---|
| 14. Nursing is an occupation which may have irregular hours and routines but has a lot of scope and responsibility. | (1) | (2) | (3) | (4) | (5) |
| 15. Nursing is an occupation inwhich I can help people who are faced with human problems or suffering. | (1) | (2) | (3) | (4) | (5) |
| 16. Nursing is an occupation in which I will learn things which will make me a better wife and mother. | (1) | (2) | (3) | (4) | (5) |
| 17. Nursing is an occupation in which I can travel and work in exciting places. | (1) | (2) | (3) | (4) | (5) |
| 18. Nursing is an occupation in which I can help children or adults to be good human beings. | (1) | (2) | (3) | (4) | (5) |
| 19. Nursing is an occupation which will permit me to be creative and original. | (1) | (2) | (3) | (4) | (5) |
| 20. Nursing is an occupation which may have little responsibility but has regular hours or routines. | (1) | (2) | (3) | (4) | (5) |
| 21. Nursing is an occupation in which I can always be sure of finding a job if I need to provide money for my future family. | (1) | (2) | (3) | (4) | (5) |
| 22. Nursing is an occupation which is very useful to society in general and in which I can directly benefit my fellow man. | (1) | (2) | (3) | (4) | (5) |
| 23. Nursing is an occupation for which I have special abilities and aptitudes where I can develop and excel. | (1) | (2) | (3) | (4) | (5) |

| Statements describing nursing | (1)This is not a characteristic of nursing | (2)Very important | It is a characteristic. Its importance to me in choosing to become a nurse was: (3) Fairly important | (4)Not very important | (5) Not at all important |
|---|---|---|---|---|---|
| 24. Nursing is an occupation which will allow me to look forward to a stable secure future. | (1) | (2) | (3) | (4) | (5) |
| 25. Nursing is an occupation which will call upon me to use my intelligence and judgment. | (1) | (2) | (3) | (4) | (5) |
| 26. Nursing is an occupation which will prepare me to take care of my family in time of crises. | (1) | (2) | (3) | (4) | (5) |
| 27. Nursing is an occupation which will allow me to express my sympathetic nature. | (1) | (2) | (3) | (4) | (5) |
| 28. Nursing is an occupation which will provide me with an income and enough free time to do what I wish and to to where I wish. | (1) | (2) | (3) | (4) | (5) |
| 29. Nursing is an occupation which helps all levels of society in times of trouble. | (1) | (2) | (3) | (4) | (5) |
| 30. Nursing is an occupation which is challenging and stimulating. | (1) | (2) | (3) | (4) | (5) |
| 31. Nursing is an occupation where I can work in a variety of situations, so that I can move whenever something doesn't please me. | (1) | (2) | (3) | (4) | (5) |
| 32. Nursing is an occupation which will prepare me to care for my parents or family if they are sick or old. | (1) | (2) | (3) | (4) | (5) |
| 33. Nursing is an occupation in which I will help protect the community as well as assisting after difficulties arise. | (1) | (2) | (3) | (4) | (5) |
| 34. Nursing is an occupation in which I will learn about people so that I will be better able to understand my husband and family. | (1) | (2) | (3) | (4) | (5) |

| Statements describing nursing | (1)This is not a characteristic of nursing | (2)Very important | It is a characteristic. Its importance to me in choosing to become a nurse was: (3) Fairly important | (4)Not very important | (5) Not at all important |
|---|---|---|---|---|---|
| 35. Nursing is an occupation which pays better than other jobs with a similar length of preparation. | (1) | (2) | (3) | (4) | (5) |
| 36. Nursing is an occupation in which I will be able to make the world just a little bit better. | (1) | (2) | (3) | (4) | (5) |
| 37. Nursing is an occupation in which I will work with children which will be helpful in raising my own children. | (1) | (2) | (3) | (4) | (5) |

Your opinion:

Do you agree or disagree with the following statements?

| | Agree | Disagree |
|---|---|---|
| 38. In the final analysis, parents generally turn out to be right about things. | (1) | (2) |
| 39. No weakness or difficulty can hold us back if we have enough will power. | (1) | (2) |
| 40. Human passion causes most of the evil in the world. | (1) | (2) |
| 41. I have been quite independent and free from family rule. | (1) | (2) |
| 42. No man of character would ask his fiancee to have sexual intercourse with him before marriage. | (1) | (2) |
| 43. I dislike women who disregard the usual social or moral conventions. | (1) | (2) |
| 44. What youth needs most is strict discipline, rugged determination and the will to work and fight for family and country. | (1) | (2) |
| 45. A person who lets himself get tricked has no one to blame but himself. | (1) | (2) |
| 46. The surest way to a peaceful world is to improve people's morals. | (1) | (2) |
| 47. Most of our social problems could be solved if we would somehow get rid of the immoral, crooked and feebleminded people. | (1) | (2) |
| 48. We should respect the work of our forefathers and not think that we know better than they did. | (1) | (2) |
| 49. Most people don't realize how much of our lives are controlled by plots hatched in secret places. | (1) | (2) |

## EXPECTATIONS AND EXPERIENCES IN NURSING

The Expectations and Experiences in Nursing Questionnaire was composed of two parts. The first dealt with the anticipation of experiences as a student, the second with those following graduation from a nursing program.

### Part A - Expectations as a Student Nurse

#### I Development and Validation

In this part of the instrument, respondents were presented with a list of thirty-five possible aspects or experiences of life as a student nurse. These were compiled from statements made by approximately 100 students and young graduate nurses on an open-ended questionnaire which asked:

> In terms of the year(s) you have spent (or will spend) as a student in a nursing program, what situations or experiences have you found (or do you expect) to be most:
>
> | | |
> |---|---|
> | interesting | lasting |
> | frustrating | confusing |
> | rewarding | unpleasant |
> | frightening | challenging |
> | pleasant | beneficial |
> | difficult | important |

A rough content analysis was done using two judges - nurse experts - and specific examples or aspects of student life were extracted from the data. The examples generated a set of headings or loosely-defined categories. The examples were used as items for the instrument in this original form or modified, until three judges, judging independently, agreed on the categorization of the examples or items (35 items). These final headings (with sample item or aspects) were:

(1) the student herself (items 1-5)
Item: The freedom and responsibility of being on your own.

(2) the school of nursing (items 6-13)
Item: Exams/studies/assignments.

(3) the process of becoming a nurse (items 14-17)
Item: Mastering nursing procedures and techniques.

(4) the giving of nursing care (items 18-25)
Item: Caring for patients who have a terminal or chronic illness.

(5) specific types of nursing (items 26-31)
Item: Psychiatric nursing.

(6) the setting in which nursing care is given (items 32-35)
Item: Relationship with hospital or agency staff.

The final form of the questionnaire consisted of thirty-five items answered on IBM cards. The respondents were presented with the items and indicated either they expected that it would

(a) not be an aspect of life as a student nurse, or

(b) be a:

1) positive
2) somewhat positive
3) somewhat negative
4) negative

aspect of life as a student nurse.

The proportion of response per category was calculated for each group participating in the study, for each item and over the set of items grouped under each of the six headings. Tests of significance of difference of proportion were applied to the data.

## II Questions Asked

1. What does the student expect of "life" as a student nurse?

2. What is she looking forward to? What does she anticipate with negative feeling?

3. Are these feelings well formed?

4. Do these feelings differ in strength or direction from dimension to dimension within the same group?

5. Do these feelings differ in strength or direction from dimension to dimension between groups?

## Part B - Expectations Following Graduation

In this part of the instrument the proposition was put to the respondents that there was approximately forty years following graduation when they could be part of the work force. Concerning this period they were asked of their expected participation, married or single, the positions they expected to be able to obtain and the salary range they would expect to obtain.

An open-ended questionnaire, containing these questions, was given to approximately one hundred students and young graduates. A rough content analysis was done on the responses by two judges. As the data collected proved to be incomplete, in using it as the basis for the final questionnaire special attention was paid to expanding and making the questions more specific and inclusive. The response to one question concerning adopting new or different careers was deleted in that less than 2 per cent of the pre-test respondents included it among their expectations for the future.

The final form of the questionnaire which was answered on IBM cards consisted of four main questions broken down into twenty-five specific items including: specific age groupings (i.e. early twenties) for participation in the profession if married or single, specific positions one might obtain, with or without additional preparation and receiving certain classes of financial remuneration (i.e. team leader, director of nursing, etc.)

The proportion of response was calculated, for each of the four groups participating in the study, per category of response (i.e. "Full-time participation", "part-time participation", etc.) and tests of significance of difference of proportion were calculated on the data.

Questions Asked:

1. If not married) What is the extent of anticipated participation if married) in the nursing profession?

2. What level of nursing position is anticipated - in terms of preparation and background?

3. What salary range is expected on obtaining various positions in nursing?

EXPECTATIONS AND EXPERIENCES IN NURSING
QUESTIONNAIRE

Part I-Expectations as a Student Nurse

As you are just beginning as a student in a nursing program, you have many expectations concerning nursing. The following are a list of aspects or experiences compiled from the statements of other students and young graduates. Some were described by them in positive terms (i.e. interesting, rewarding, pleasant, lasting, challenging, beneficial, or important); others on the other hand, were described in negative terms (i.e. frustrating, frightening, difficult, confusing, or unpleasant).

What are your expectations concerning these aspects of nursing?

Or, do you not expect these to be aspects of nursing as a student in your school?

I- Feelings about aspects of life as a student nurse in your school of nursing.

| Experiences (or aspects of life) as a student nurse | (1) not an aspect | (2) positive aspect | (3) somewhat positive aspect | (4) somewhat negative aspect | (5) negative aspect |
|---|---|---|---|---|---|
| 1. Freedom and responsibility of being on your own | (1) | (2) | (3) | (4) | (5) |
| 2. Being responsible financially for your education | (1) | (2) | (3) | (4) | (5) |
| 3. Being held responsible for mistakes | (1) | (2) | (3) | (4) | (5) |
| 4. A sense of accomplishment at time of graduation | (1) | (2) | (3) | (4) | (5) |
| 5. New friendships | (1) | (2) | (3) | (4) | (5) |
| 6. Being taken as an example of your school or defending your school's reputation | (1) | (2) | (3) | (4) | (5) |
| 7. Exams/studies/assignments | (1) | (2) | (3) | (4) | (5) |
| 8. Nursing theory | (1) | (2) | (3) | (4) | (5) |
| 9. Student relationships and activities | (1) | (2) | (3) | (4) | (5) |
| 10. Living accomodations | (1) | (2) | (3) | (4) | (5) |
| 11. Relationship with faculty | (1) | (2) | (3) | (4) | (5) |
| 12. Your school's type of nursing education program | (1) | (2) | (3) | (4) | (5) |
| 13. Level of academic achievement | (1) | (2) | (3) | (4) | (5) |
| 14. The whole provess of becoming a nurse | (1) | (2) | (3) | (4) | (5) |
| 15. Level of nursing standards achieved | (1) | (2) | (3) | (4) | (5) |
| 16. Having nursing evaluations done | (1) | (2) | (3) | (4) | (5) |

| Experiences (or aspects of life) as a student nurse | (1) not an aspect | (2) positive aspect | (3) somewhat positive aspect | (4) somewhat negative aspect | (5) negative aspect |
|---|---|---|---|---|---|
| 17. Mastering nursing procedures and techniques | (1) | (2) | (3) | (4) | (5) |
| 18. Developing relationships with patients | (1) | (2) | (3) | (4) | (5) |
| 19. Amount of patient contact | (1) | (2) | (3) | (4) | (5) |
| 20. Work experience with patients not supervised by school staff(i.e.summer work as a Nursing Assistant or Aid) | (1) | (2) | (3) | (4) | (5) |
| 21. Working with patients in the hospital or other agencies | (1) | (2) | (3) | (4) | (5) |
| 22. Seeing patients improve | (1) | (2) | (3) | (4) | (5) |
| 23. Caring for patients who have difficulty in communicating | (1) | (2) | (3) | (4) | (5) |
| 24. Caring for patients who have terminal or chronic illness | (1) | (2) | (3) | (4) | (5) |
| 25. Caring for patients who are dying | (1) | (2) | (3) | (4) | (5) |
| 26. OR or surgical nursing | (1) | (2) | (3) | (4) | (5) |
| 27. Medical nursing | (1) | (2) | (3) | (4) | (5) |
| 28. OBS nursing (including births) | (1) | (2) | (3) | (4) | (5) |
| 29. Pediatric nursing (including the nursery) | (1) | (2) | (3) | (4) | (5) |
| 30. Psychiatric nursing | (1) | (2) | (3) | (4) | (5) |

| Experiences (or aspects of life) as a student nurse | (1) not an aspect | (2)positive aspect | (3)somewhat positive aspect | (4) somewhat negative aspect | (5)negative aspect |
|---|---|---|---|---|---|
| 31.Public health nursing | (1) | (2) | (3) | (4) | (5) |
| 32.Relationship with hospital and agency staff | (1) | (2) | (3) | (4) | (5) |
| 33.Number and type of clinical facilities used. | (1) | (2) | (3) | (4) | (5) |
| 34. Travel time to and from clinical facilities | (1) | (2) | (3) | (4) | (5) |
| 35. Tasks not immediately related to patient care assigned by hospital staff | (1) | (2) | (3) | (4) | (5) |

II-Expectations Following Graduation

Following graduation, there is a period of approximately forty years when you may be part of the work force. In thinking of these years between graduation and possible retirement-

To what extent do you expect to participate in the nursing profession if you remain single?

| Years after graduation | (1)Full-time participation | (2)Part-time participation | (3)No active participation | (4)No connection or interest in the nursing profession |
|---|---|---|---|---|
| 36.Early twenties | (1) | (2) | (3) | (4) |
| 37.Late twenties and early thirties | (1) | (2) | (3) | (4) |
| 38.Late thirties and forties | (1) | (2) | (3) | (4) |
| 39.Fifties and early sixties | (1) | (2) | (3) | (4) |

To what extent do you expect to participate in the nursing profession if you marry?

| Years after graduation | Participation (1)Full-time | (2)Part-time | (3)No active | (4)No connection or interest in the nursing profession | (5) I do not intend to marry |
|---|---|---|---|---|---|
| 40.Early twenties | (1) | (2) | (3) | (4) | (5) |
| 41.Late twenties and early thirties | (1) | (2) | (3) | (4) | (5) |
| 42.Late thirties and forties | (1) | (2) | (3) | (4) | (5) |
| 43.Fifties and early sixties | (1) | (2) | (3) | (4) | (5) |

What position(s) do you expect to be able to obtain, after a reasonable amount of experience and working full time, as a graduate from your school of nursing?

| Positions | (1)Yes,but only with further university preparation | (2)Yes,with further clinical or technical nursing specialty education | (3)Yes, simply as a graduate from my school of nursing | (4) No, not as a graduate from my school of nursing |
|---|---|---|---|---|
| 44.Team leader | (1) | (2) | (3) | (4) |
| 45.Assistant head nurse | (1) | (2) | (3) | (4) |
| 46.Head nurse | (1) | (2) | (3) | (4) |
| 47.Supervisor | (1) | (2) | (3) | (4) |
| 48.Director of nursing service | (1) | (2) | (3) | (4) |
| 49.Public health nurse | (1) | (2) | (3) | (4) |
| 50.Public health supervisor | (1) | (2) | (3) | (4) |
| 51.Public health director | (1) | (2) | (3) | (4) |
| 52.Instructor | (1) | (2) | (3) | (4) |
| 53.Professor in a university school of nursing | (1) | (2) | (3) | (4) |
| 54.Director of a school of nursing or department of nursing education | (1) | (2) | (3) | (4) |
| 55.Director of nursing in a hospital | (1) | (2) | (3) | (4) |

What salary range do you expect to attain (if working full time)as:

| Positions | (1)Top Canadian salary range | (2)Upper-middle Canadian salary range | (3)Lower-middle Canadian salary range | (4)Lower-Canadian salary range |
|---|---|---|---|---|
| 56.Staff nurse | (1) | (2) | (3) | (4) |
| 57.Head nurse | (1) | (2) | (3) | (4) |
| 58.Director of nursing | (1) | (2) | (3) | (4) |
| 59.Instructor | (1) | (2) | (3) | (4) |
| 60.Director of a School or dept. of nursing | (1) | (2) | (3) | (4) |

## ACTIVITIES OF STUDENTS

### I Development and Validation of Instrument

The development of the Activities Questionnaire was prompted by two main goals. First, and most important, was to provide a response to the mass of nursing literature, conferences and research which asked questions and/or gave answers concerning the activities and interests of nursing students in an educational setting.

Such writings have frequently suggested that the relocation of schools of nursing provide the student with advantages which extend even beyond that of study in an academic milieu. It is hypothesized that the nursing student in such a setting will interact with many other students of diverse interests; she will participate in a variety of organizations and activities; she will not only learn to nurse but will also grow and develop in an enriched and enriching environment. To test this hypothesis information had to be obtained on a variety of topics. Do the activities and interests of students in an educational setting differ from those of the "traditional school" student? Do the students in such a setting "take advantage" of the more varied facilities? Do their activities and interests reflect an integration with the rest of the student body and participation in community affairs? Is there actually a pattern of isolation to be found among any group of student nurses - whatever their background?

A second though more minor goal in developing the Activities Questionnaire was an attempt to parallel, though not directly replicate work done by others which is closely related to other parts of this study. The School Life Questionnaire (see Chapter 5 of text for a discussion of results and the appendix for development and validation) was modified from work done by Pace and Stern with the Environmental Press Instrument (see bibliography in text for references). Pace and Stern complemented this with data collected through the Stern Activities Index (see bibliography in text for reference). The former instrument as developed and modified for use in this project examines the approaches to life and work which the student feels are influencing her in her school, the latter as they used it, complements the former and inquires into what the student likes or does not like to do. The list of items in their Activities Index reflects more of an emphasis on an "inner directed" concept of activity than seemed appropriate in achieving the primary goals guiding the development of our Activities Questionnaire. Our instrument is directed, rather, toward the collection of data concerning the actual and existing activities and friendship patterns of the respondents. It does, however, in the final analysis allow the building of a composite picture of an educational institution from data concerning both the influences the students "feel" and the actual behaviour in which they engage.

The Activities Questionnaire which was designed for the collection of data concerning the activities and friendship patterns of the respondents, allowed comparison and contrast not only across the four schools

of nursing, Ryerson and Schools A, B and C, but also between respondents on two levels of development at each school (as beginning and as graduating students). Specific questions evolved from the three general questions: 1) Who are the friends of the student nurses at the four schools of nursing included in this study? Do they differ and how? 2) What activities did the student participate in as students and where do their interests lie? (3) How do these students allot their time among their friends and/or activities, at and away from, their school of nursing? Attempting to be both inclusive and exhaustive, and using these original questions not as strict, separable dimensions but as overlapping areas of interest, a detailed open-ended questionnaire was developed.

As a pre-test, the open-ended questionnaire was administered to two groups of university nursing students and a group of Ryerson students. A rough content analysis was done of the responses by three judges to test for exhaustiveness and inclusiveness as well as clarity of the questions. The content analysis was then used as a basis for improving and modifying the individual questions within the instrument and for developing a set of categories which could include the data provided by the answers to the questions. These categories were then used to transform the instrument into multiple choice form, which allowed the respondents to answer the questions on IBM cards. This form of the instrument was again examined by two judges for clarity and was then pre-tested on six university nursing students for ambiguity and/or vagueness. Several slight modifications were made and the final form of the instrument containing one hundred and four items was prepared.

## II Questions Posed Through Instrument

### Specific Questions by Item of Instrument

#### 1. Friendship Patterns

| Item Number | | |
|---|---|---|
| 1-8 | a. | What is the student's friendship pattern? (i.e. where are friends, boy friends, etc., recruited from?)<br>How large does the student see her friendship group to be?<br>Is the heterosexual group closely related to the "school"? |
| 9-17 | b. | What are the student's friends doing at present (i.e. what occupation)?<br>- are friends nurses? |
| 18-25 | c. | What is the basis of these friendships? (i.e. what is common interest or activity?) |
| 26-34 | d. | What is the allotment of time among friends? (i.e. how much time with what type of friend?) |

2. Activities Pattern at School

| Item Number | | |
|---|---|---|
| 35-47 | a. | (at school)<br>What activities does the student participate in at school?<br>What clubs does she belong to (at school)?<br>To which would she belong if they were available?<br>How important are these to her? |
| 48-53 | b. | What are the reasons or why do the students participate in such activities?<br>Is it for enjoyment?<br>Is it for advancement? |

## ACTIVITIES QUESTIONNAIRE

A How many students (other than those in the nursing course) do you know by name?

1. (1) less than 5 (2) 5-10 (3) 11-25 (4) 26-100 (5) More than 100

How many of these students do you consider to be friends?

2. (1) less than 5 (2) 5-10 (3) 11-25 (4) 26-100 (5) More than 100

If you are married did you meet your husband at, or through a school function?

3 (1) Yes (2) No (3) Does not apply

Was he affiliated with your school at the time?

4 (1) Yes (2) No (3) Does not apply

Were you?

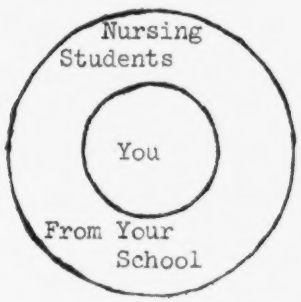
5. (1) Yes (2) No (3) Does not apply

If you are not married, whom do you usually date?

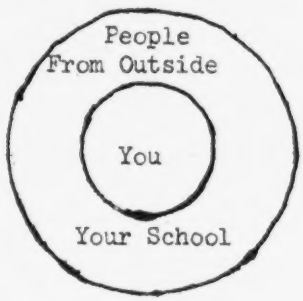
6. (1) I am married
(2) Students affiliated with or enrolled in your school
(3) Other students
(4) Men who work
(5) Any of the above

7. From the five diagrams drawn below, choose the one which is most representative of yo and your group of friends. That is to say, with whom do you usually spend your time?

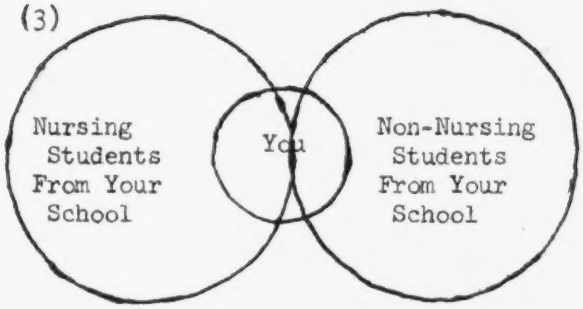
(1)



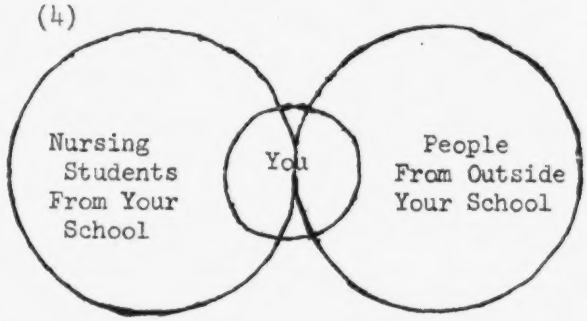

(2)



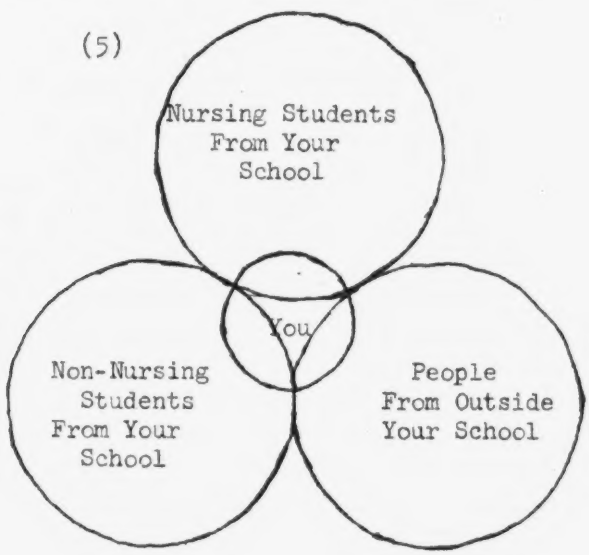

(3)




(4)




(5)




8. None of the above patterns seem to apply to you.

(1) True (2) False

B

Please indicate what your three best friends are doing at present.

| | First Friend | Second Friend | Third Friend | None of My Friends |
|---|---|---|---|---|
| 9. Nursing student at my school | (1) | (2) | (3) | (4) |
| 10. Student in other course at my school or institution | (1) | (2) | (3) | (4) |
| 11. Student at teacher or other technical college | (1) | (2) | (3) | (4) |
| 12. Nursing student at other school of nursing | (1) | (2) | (3) | (4) |
| 13. University student | (1) | (2) | (3) | (4) |
| 14. Working as a nurse | (1) | (2) | (3) | (4) |
| 15. Working at other job or occupation | (1) | (2) | (3) | (4) |
| 16. Married and not working | (1) | (2) | (3) | (4) |
| 17. Other | (1) | (2) | (3) | (4) |

C

Please indicate what you consider to be the most important activity or interest you share with each of these friends.

| | Important Activity shared with: First Friend | Second Friend | Third Friend | None of My Friends |
|---|---|---|---|---|
| 18. Residence life or roommate | (1) | (2) | (3) | (4) |
| 19. Work and leisure (Nursing) | (1) | (2) | (3) | (4) |
| 20. Companionship, discussions, school life and activities | (1) | (2) | (3) | (4) |
| 21. Sports | (1) | (2) | (3) | (4) |
| 22. Social activities | (1) | (2) | (3) | (4) |
| 23. Dating | (1) | (2) | (3) | (4) |
| 24. Special interests (i.e. art, music, politics, religion, reading groups) | (1) | (2) | (3) | (4) |
| 25. Other | (1) | (2) | (3) | (4) |

D

Please indicate how much of your free time (i.e. time outside classes, clinical work or study) is spent with each of these friends.

| My friend (or friends) who is (are) a: | (1)None of my 3 best friends are doing this | (2)Almost all | (3)A large part | Free Time (4)A Small part | (5)Only an occasional part |
|---|---|---|---|---|---|
| 26.Nursing student at my school | (1) | (2) | (3) | (4) | (5) |
| 27.Student in other course at my school or institution | (1) | (2) | (3) | (4) | (5) |
| 28.Student at teacher or other technical college | (1) | (2) | (3) | (4) | (5) |
| 29.Nursing student at other school of nursing | (1) | (2) | (3) | (4) | (5) |
| 30.University student | (1) | (2) | (3) | (4) | (5) |
| 31.Working as a Nurse | (1) | (2) | (3) | (4) | (5) |
| 32.Working in other job or occupation | (1) | (2) | (3) | (4) | (5) |
| 33.Married and not working | (1) | (2) | (3) | (4) | (5) |
| 34.Other | (1) | (2) | (3) | (4) | (5) |

E

Which of the following formal clubs or activities and informal activities are part of <u>your life</u> at <u>your school</u> or institution? How important are these activities to you?

| | (1)I do not belong or participate | (2) I would belong if it were available | I do belong and it is: (3)Very important | (4)Fairly important | (5)Not too important |
|---|---|---|---|---|---|
| 35.Nursing Association or government | (1) | (2) | (3) | (4) | (5) |
| 36.Student government | (1) | (2) | (3) | (4) | (5) |
| 37.Student-Faculty or student-administration committee | (1) | (2) | (3) | (4) | (5) |
| 38.Social clubs (i.e.sororities, etc.) | (1) | (2) | (3) | (4) | (5) |

| | (1)I do not belong or participate | (2) I would belong if it were available | I do not belong and it is: (3)Very important | (4)Fairly important | (5)Not too important |
|---|---|---|---|---|---|
| 39.Musical or cultural groups or clubs | (1) | (2) | (3) | (4) | (5) |
| 40.Special interest clubs (i.e. camera,outings, etc.) | (1) | (2) | (3) | (4) | (5) |
| 41.Philanthropic clubs and organizations,(i.e.blood drives,charities, etc.) | (1) | (2) | (3) | (4) | (5) |
| 42.Sport clubs or teams | (1) | (2) | (3) | (4) | (5) |
| 43.Informal sports observation or participation | (1) | (2) | (3) | (4) | (5) |
| 44.Cultural and aesthetic events (i.e. lectures, plays, etc.) | (1) | (2) | (3) | (4) | (5) |
| 45.Student center(discussions, interactions) | (1) | (2) | (3) | (4) | (5) |
| 46.Reading and discussions | (1) | (2) | (3) | (4) | (5) |
| 47.Other | (1) | (2) | (3) | (4) | (5) |

F

Why do you participate in the activities you mentioned above?

| Reason for Participation | Of the organizations or activities I mentioned above this (1)Has nothing to do with my activities | (2)Is sometimes true of my activities | (3)Is often true of my activities | (4)Is always true of my activities |
|---|---|---|---|---|
| 48.I enjoy the activity for itself | (1) | (2) | (3) | (4) |
| 49.I enjoy the interaction with people | (1) | (2) | (3) | (4) |
| 50.It is beneficial to me socially | (1) | (2) | (3) | (4) |
| 51.It is beneficial to me intellectually | (1) | (2) | (3) | (4) |
| 52.It is beneficial to my studies | (1) | (2) | (3) | (4) |
| 53.It is beneficial to my career | (1) | (2) | (3) | (4) |

G

What organizations or activities do you participate in away from your school or institution?

54. I work part-time:
(1) This does not apply to me
(2) As a nurse or nursing assistant
(3) In clerical or secretarial work
(4) In philanthropic or volunteer work
(5) Other

55. I work because:
(1) This does not apply to me
(2) Of the experience
(3) I need the money
(4) I like the job
(5) For religious or humanitarian reasons

56. This work occupies:
(1) This does not apply to me
(2) A few hours a week
(3) Week-ends and holidays
(4) Summers
(5) Several hours daily

57. I belong to:
(1) No club(s)
(2) One Club
(3) Two clubs
(4) Three clubs
(5) Four or more clubs

58. However, the club or organization that is most important to me is:
(1) None
(2) Social
(3) Political
(4) Cultural or aesthetic
(5) Other

59. I belong to this club because:
(1) This does not apply to me
(2) I enjoy the activity or the interaction with people
(3) I wish to learn or to gain experience
(4) I wish to improve myself or benefit my career
(5) for humanistic or religious reasons

60. These clubs take up:
(1) This does not apply to me
(2) Several hours daily
(3) Several hours a week
(4) Several hours a month
(5) Only occasional time here and there

61. I participate in athletics:
(1) This does not apply to me
(2) Occasionally for recreation and exercise
(3) Regularly for recreation and exercise
(4) In amature competition
(5) In professional competition

62. These athletics take:
(1) This does not apply to me
(2) Several hours daily
(3) Several hours a week
(4) Several hours a month
(5) Only occasional time here and there

On the whole, how similar are the types of activities you participate in, away from your school(or institution) as compared to those at your school?

63. (1) Very similar (2) Somewhat similar (3) Not at all similar

H

What have been the changes in the pattern of activities and/or friendships since you became a student nurse?

| | The changes were: | (1)True | (2)False |
|---|---|---|---|
| 64. | No change in friends | (1) | (2) |
| 65. | Change in the type of friend | (1) | (2) |
| 66. | Fewer friends | (1) | (2) |
| 67. | Closer friends | (1) | (2) |
| 68. | More friends | (1) | (2) |
| 69. | Friends now limited to school of nursing | (1) | (2) |
| 70. | No change in activities | (1) | (2) |
| 71 | Activities limited to school of nursing | (1) | (2) |
| 72. | More activities | (1) | (2) |
| 73. | Less activities | (1) | (2) |
| 74. | Different type of activities | (1) | (2) |

| | | (1)None | (2)About 1/8 of time | (3)About 1/4 of time | (4)About 1/2 of time | (5)About 3/4 of time or more |
|---|---|---|---|---|---|---|
| I | Divide your waking hours for last week, Monday through Friday, into proportion of time spent on: | | | | | |
| 75. | Clinical and class work | (1) | (2) | (3) | (4) | (5) |
| 76. | Study | (1) | (2) | (3) | (4) | (5) |
| 77. | Organized activities (i.e. clubs, etc.) | (1) | (2) | (3) | (4) | (5) |
| 78. | General recreation and relaxation and life activities | (1) | (2) | (3) | (4) | (5) |
| J | Divide your waking hours for last weekend, Saturday and Sunday, into the proportion of time spent on: | | | | | |
| 79. | Study | (1) | (2) | (3) | (4) | (5) |
| 80. | Organized activities (i.e.clubs etc.) | (1) | (2) | (3) | (4) | (5) |
| 81. | General recreation and relaxation and life activities | (1) | (2) | (3) | (4) | (5) |
| K | Divide the time spent on organized activities into those: | | | | | |
| 82. | Organized at your school | (1) | (2) | (3) | (4) | (5) |
| 83. | Organized through your school but taking place away from your school | (1) | (2) | (3) | (4) | (5) |
| 84. | Organized away from your school | (1) | (2) | (3) | (4) | (5) |
| L | Divide your free time for the average week (time not spent in classes, study of clinical work) into proportion of time spent on: | | | | | |
| 85. | Cultural and intellectual activities | (1) | (2) | (3) | (4) | (5) |
| 86. | Social activities | (1) | (2) | (3) | (4) | (5) |
| 87. | Athletic activities (participating or spectator) | (1) | (2) | (3) | (4) | (5) |
| 88. | General relaxation (including TV) | (1) | (2) | (3) | (4) | (5) |

M

| Consider the total amount of time you spent with friends during the school week, Monday to Friday (not including class and clinical work). Divide this time into the proportion of time spent with: | (1)None | (2)About 1/8 of time | (3)About 1/4 of time | (4)About 1/2 of time | (5)About 3/4 of time of more |
|---|---|---|---|---|---|
| 89. Friends from your school generally | (1) | (2) | (3) | (4) | (5) |
| 90. Friends from your school's nursing course | (1) | (2) | (3) | (4) | (5) |
| 91. Friends from outside your school | (1) | (2) | (3) | (4) | (5) |

N

| Now consider the time spent with friends on the average weekend, Saturday and Sunday, (not including class or clinical work). Divide this into the proportion of time spent with: | | | | | |
|---|---|---|---|---|---|
| 92. Friends from your school generally | (1) | (2) | (3) | (4) | (5) |
| 93. Friends from your school's nursing course | (1) | (2) | (3) | (4) | (5) |
| 94. Friends from outside your school | (1) | (2) | (3) | (4) | (5) |

O

Please indicate the actual number of hours you spend on your various activities for the average week during the academic year.

| Activity | (1)Zero hours | (2)1-5 hours | (3)6-10 hours | (4)11-20 hours | (5)Above 20 hours |
|---|---|---|---|---|---|
| 95. Class hours | (1) | (2) | (3) | (4) | (5) |
| 96. Clinical work | (1) | (2) | (3) | (4) | (5) |
| 97. Study | (1) | (2) | (3) | (4) | (5) |
| 98. A job | (1) | (2) | (3) | (4) | (5) |
| 99. Travel to and from school | (1) | (2) | (3) | (4) | (5) |
| 100. Travel to and from location of school to permanent home | (1) | (2) | (3) | (4) | (5) |
| 101. Athletics | (1) | (2) | (3) | (4) | (5) |
| 102. Organized activities and clubs | (1) | (2) | (3) | (4) | (5) |
| 103. Social life and dates | (1) | (2) | (3) | (4) | (5) |
| 104. General recreation and leisure(such as TV,movies,or discussions,etc.) | (1) | (2) | (3) | (4) | (5) |

## SCHOOL LIFE

### I Development and Validation

When a student enrols at a school of nursing, she not only participates in planned experiences designed to teach her how to nurse, she is also subject to pressures in the school's environment, subtle or overt, which emphasize different approaches to life. The curriculum through its planned experiences may indicate what she needs to know about nursing; her attitudes and her philosophy will help determine her responses to life situations - including those she encounters as a nurse.

The School Life Questionnaire asks two main questions. First, what specific "approach to life" do the students feel is emphasized at their particular institution? And second, what are the main sources of this emphasis? The instrument itself was suggested by and later developed through extensive modification and revalidation of the College Characteristics Index (see Pace and Stern) which was designed to examine and measure the complex environments of such an educational setting. The present instrument has been adapted to make it more applicable to a more specific educational setting - the school of nursing (whether set in a hospital or an educational institution or operating independently).

As Pace points out, in a complex educational institution " . . . there are many environments. Neither the characteristics of the students (or student culture) nor the characteristics of faculty and curricula, nor the characteristics of administrations provide by themselves a sufficient base for describing the environment as a whole. Few, if any, institutions are so monolithic or so totally controlled that all of their parts operate in complete harmony with each other. The dynamics of the environment or the interaction between the major parts need to be considered." (Pace, ibid., p. 1).

The environment, as seen here, is represented as an orthogonal matrix with pressures toward certain "outlooks" (i.e. direction of emphasis of environment) along the horizontal axis and the sources of such emphasis running down the vertical axis.

These dimensions (vertical and horizontal) are similar to but modified from those developed by Pace. The main differences are:

1. the addition of 3 (III), the Professional Community, to dimensions representing source of emphasis.

2. the modification of the directions of emphasis - particularly with separation of the original Practical, Interpersonal status into two dimensions

   D. Technical, practical, occupational and
   E. Interpersonal status-oriented

The first dimensional change was made because of the importance of the professional community to any school of nursing, the second because of the complex, compound nature of the original dimension and

## MATRIX OF DIMENSIONS FOR SCHOOL LIFE QUESTIONNAIRE

(with item numbers)

### DIRECTION OF EMPHASIS

| SOURCES OF EMPHASIS | A. HUMANISTIC INTELLECTUAL & CULTURAL | B. HUMANITARIAN & GROUP WELFARE | C. INDEPENDENT OBJECTIVE & SCIENTIFIC | D. TECHNICAL, PRACTICAL & OCCUPATIONAL | E. INTERPERSONAL STATUS-ORIENTED |
|---|---|---|---|---|---|
| I Administrative Community | | | | | |
| a) rules and protocols | 1,21,41,61, | 2,22,46,62, | 3,23 43,63, | 4,24,44,64, | 5,25,45,65, |
| b) facilities | 81,101,121, | 82,106,122, | 83,103,123, | 84,104,124, | 85,105,125, |
| c) over all features | 141 | 142 | 143 | 144 | 145 |
| II Academic Community | | | | | |
| a) characteristics of faculty | 6,26,46,66, | 7,27,47,67, | 8,28,48,68, | 9,29,49,69, | 10,30,50,70, |
| b) curricula | 86,106,126, | 87,107,127, | 88,108,128, | 89,109,129, | 90,110,130, |
| c) instruction(methods, classroom, assignments, etc.) | 146 | 147 | 148 | 149 | 150 |
| III Professional Community | | | | | |
| a) clinical program (or experience) | 11,31,51,71, | 12,32,52,72, | 13,33,53,73, | 14,34,54,74, | 15,35,55,75, |
| b) clinical facilities | 91,111,131, | 92,112,132, | 93,113,133, | 94,114,134, | 95,115,135, |
| c) characteristics of professionals | 151 | 152 | 153 | 154 | 155 |
| IV Student Community | | | | | |
| a) characteristics of students | 16,36,56,76, | 17,37,57,77, | 18,38,58,78, | 19,39,59,79, | 20,40,60,80, |
| b) extracurricular activities | 96,116,136, | 97,117,137, | 98,118,138, | 99,119,139, | 100,120,140, |
| c) informal student activities | 156 | 157 | 158 | 159 | 160 |

because of a wish to collect information specifically about the status relationships within schools of nursing.

The items were obtained and/or modified from those used on the College Characteristics Index (Pace, ibid.) or were written specifically for use in the School Life Questionnaire. The validation process took place in two steps. First, three hundred and thirty-six items were first presented to eight judges for validation into the horizontal dimensions of the matrix (direction of emphasis) with the following instructions.

Instructions:

We are working on an instrument which measures the pressures within the environment of an educational and professional institution. (In this specific case, one which is the setting of a school of nursing.) The dimensions we are working with here, represent the directions of emphasis, or the directions in which the environment of the institution pushes or presses the individuals attending the institution. We would appreciate your help in validating items in relation to these dimensions. These dimensions (or modes of outlook individuals are pushed toward) are as follows:

A. Intellectual, cultural and humanistic

B. Humanitarian and group welfare

C. Independent, objective and scientific

D. Technical, practical and occupational

E. Interpersonal, status-oriented

The items are written as descriptions of the institution, the people there, ways of acting, etc. When the instrument is actually administered, it will be up to the respondent to agree or disagree with these descriptions in light of his view of the institution.

As well as these instructions the brown envelope you were given also contains:

1) a pack of "cards" (on which the items are typed)
2) a set of five labelled envelopes (there is one envelope for each of the abovementioned dimensions)

Please read the items carefully then sort them into the five piles or dimensions. When you have completed the sorting to your satisfaction (these piles are not necessarily equal), place each ofthe five piles within the appropriately labelled envelope.

Only those items placed into the appropriate dimensions by six of the eight judges were retained (see Item validation process table). These were then submitted to a second panel of ten judges for validation into the vertical dimensions of the matrix (source of emphasis) with the following instructions:

## ITEM VALIDATION PROCEDURE FOR SCHOOL LIFE ITEMS

| | | No. of items presented to 8 judges for first step of validation procedure | No. of items retained after first step of validation procedure and presented to 10 judges for second step | Final number of items retained for use on instrument |
|---|---|---|---|---|
| A | I | 17 | 11 | 8 |
| | II | 23 | 12 | 8 |
| | III | 15 | 11 | 8 |
| | IV | 23 | 14 | 8 |
| B | I | 25 | 11 | 8 |
| | II | 19 | 14 | 8 |
| | III | 22 | 16 | 8 |
| | IV | 13 | 9 | 8 |
| C | I | 12 | 10 | 8 |
| | II | 23 | 12 | 8 |
| | III | 18 | 11 | 8 |
| | IV | 13 | 9 | 8 |
| D | I | 15 | 11 | 8 |
| | II | 13 | 9 | 8 |
| | III | 10 | 9 | 8 |
| | IV | 14 | 11 | 8 |
| E | I | 25 | 12 | 8 |
| | II | 15 | 12 | 8 |
| | III | 17 | 12 | 8 |
| | IV | 13 | 11 | 8 |

### Instructions

We are working on an instrument which measures the pressures within the environment of an educational institution. (In this specific case, one which is the setting of a school of nursing.) The dimensions we are working with represent the directions of emphasis or the directions in which the environment of the institution pushes the individuals attending the institution. Here we are specifically interested in where the pressure comes from. We would appreciate your help in validating items in relation to these dimensions. These dimensions or directions from which emphasis comes are as follows:

1. Administrative Community (or Institutional Pressure)
   - rules and protocols
   - facilities
   - overall features of the atmosphere or the institution

2. Academic Community (or Faculty Pressure)
   - characteristics or features of the faculty
   - curricula
   - instruction (methods, classes, courses, assignments, etc.)

3. Professional Community (of nursing Profession Pressure)
   - clinical program (or experience)
   - clinical facilities
   - characteristics of the professional nurse.

4. Student Commuity (or Student Group Pressure)
   - characteristics of the students
   - extracurricular activities
   - informal student activities

The items are written as descriptions of the institution, the people there, ways of acting, etc. When the instrument is actually administered, it will be up to the respondent to agree or disagree with these descriptions in light of his view of the institution.

Instructions: As well as these instructions, the brown envelope you were given contains:

1) a pack of "cards" (on which the items are typed)
2) a set of four labeled white envelopes (there is one envelope for each of the above-mentioned dimensions).

Please read the items carefully then sort them into the four piles or dimensions. When you have completed the sorting to your satisfaction (these piles are not necessarily equal), place each of the four piles within the appropriately labeled white envelope.

THANK YOU

In this second step of the validation process only those items appropriately judged by nine of the ten judges were retained. The remaining items were then examined for duplication and similarities and a final set of one hundred and sixty items (eight for each of the submissions of the instrument) was used.

The items were presented to the respondents as statements which might or might not be descriptive of their school of nursing. They were asked to indicate whether each statement seemed generally true or false (i.e. applies or does not apply to life at their school as they have experienced it). The responses were made on IBM cards. Mean scores were calculated, for each group of respondents participating in the study, by dimension (vertical and horizontal) and by sub-dimension. Tests of significance of means were applied to these mean scores of different schools and of different levels of students at the same schools.

II Questions Asked

What are the pressures within the environment of an educational and professional institution (in this case one which is the setting of a school of nursing)?

a) What are the directions of emphasis or the directions in which the environment of the school or institution pressures the individual? Toward what outlook or outlooks - intellectual, humanitarian, independent, technical, interpersonal status-oriented? Is there any significant difference between the strengths of these emphases between different levels of students within a school?

Is there any real difference in these directions of emphasis between the various schools studied?

b) What is the main source(s) of these emphases -
- from the Administrative Community (i.e. the institution as a whole)?
- from the Academic Community?
- from the Professional Community?
- from the Student Community?

Is there any significant difference between the strengths of the sources of pressure within the various groups studied? Or between the various groups studied?

c) Does the direction and source of emphasis remain constant from year to year at the various schools of nursing?

SCHOOL LIFE QUESTIONNAIRE

Please read the following statements. They may or may not be true observations of life at your school.

-Statements related to the academic area refer to your school and academic system.

-Statements related to the administration refer to your institution as a whole.

-Statements related to clinical experience or area refer to the clinical program in which you are involved.

-Statements related to students refer to the students and student organizations as you know them.

Simply indicate on your IBM cards whether each statement is:

(1) generally true
(or applies to life at your school as you have experienced it)

OR

(2) generally false
(or does not apply to life at your school as you have experienced it)

---

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 1. The school offers many opportunities for students to understand and criticize important works in art, music and drama. | (1) | (2) |
| 2. This institution has a reputation of being very interested in public welfare. | (1) | (2) |
| 3. The administration is research conscious. | (1) | (2) |
| 4. The administration has an excellent placement service that helps the students find jobs well-suited to their preparation. | (1) | (2) |
| 5. Alma Mater seems more important than subject matter at this institution. | (1) | (2) |
| 6. The English courses really make literature "come alive" and seem pertinent. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 7. There are a number of faculty who play a prominent role in community projects, services or politics. | (1) | (2) |
| 8. Course offerings in the natural sciences are outstanding. | (1) | (2) |
| 9. While the faculty considers examinations important, it is competence in the work area which is seen as a genuine measure of the student's achievement. | (1) | (2) |
| 10. Faculty members rarely or never call students by their first names. | (1) | (2) |
| 11. The whole atmosphere in the clinical setting contributes to one's learning to value intellectual achievement. | (1) | (2) |
| 12. While learning something from each clinical assignment is important, we are really made to feel the patients' welfare comes first. | (1) | (2) |
| 13. We are expected to plan our nursing care logically based on the underlying principles. | (1) | (2) |
| 14. The head nurse's competence in her job generally stimulate the students to do their job better. | (1) | (2) |
| 15. It is more important to look poised and confident than to really do a top-notch job during a clinical assignment. | (1) | (2) |
| 16. The students consider cultural interests an important part of their daily lives. | (1) | (2) |
| 17. Students here would really go all out to help any student project so that it would be a success. | (1) | (2) |
| 18. Books dealing with mathematics or logic are or interest to many of the students here. | (1) | (2) |
| 19. Students here not only expect to develop ideas, but also to express them in action. | (1) | (2) |
| 20. Students here wouldn't argue with someone above them, they would just admit they are wrong. | (1) | (2) |
| 21. This institution has invested much in the facilities fro drama and dance, to be performed there by the students. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 22. Counselling and guidance services are really extensive and helpful. | (1) | (2) |
| 23. The school is outstanding for the support it gives to pure research. | (1) | (2) |
| 24. There is little sympathy here at this institution for unrealistically ambitious daydreams about the future. | (1) | (2) |
| 25. Communication within the school is always carried on through the formal channels. | (1) | (2) |
| 26. The philosophy courses offered are such that they make philosophy seem pertinent to the student's way of thinking. | (1) | (2) |
| 27. The attitude of the faculty here is really helpful and kind. | (1) | (2) |
| 28. Many instructors are engaged in research pertinent to their fields of specialization. | (1) | (2) |
| 29. The educational program here is geared to make the student more practical and realistic. | (1) | (2) |
| 30. Students are seen by faculty only during regular office hours or by appointment. | (1) | (2) |
| 31. Nursing history and nursing tradition come alive in the clinical setting. | (1) | (2) |
| 32. The clinical experience teaches the students to work together so every one benefits. | (1) | (2) |
| 33. The clinical experience really gives the student the chance to apply the basic principles of science she has learned. | (1) | (2) |
| 34. The seriousness of nursing service about patient care leads the students to be all the more professional. | (1) | (2) |
| 35. Unpleasant tasks during clinical experience are related to just how much you are thought of by the staff. | (1) | (2) |
| 36. Philosophical discussions will last for hours in the cafeteria of over coffee. | (1) | (2) |
| 37. When an administrative decision does not seem to be for the benefit of the student body, the students really work to get it changed. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 38. Students are interested both in the newest scientific developments and in the use of the scientific method. | (1) | (2) |
| 39. Students spend a lot of time considering their futures and planning their careers | (1) | (2) |
| 40. Students here have to remember their places before they talk. | (1) | (2) |
| 41. The library has paintings and phonographs which are allowed to circulate freely among the students. | (1) | (2) |
| 42. There is a student loan fund provided by the administration which is very helpful for students' emergencies. | (1) | (2) |
| 43. The values most stressed by this institution are open-mindedness and objectivity. | (1) | (2) |
| 44. It is expected at the institute that the students seek high standards of achievement in their career or occupation. | (1) | (2) |
| 45. Formal rules and regulations have a very important place here. | (1) | (2) |
| 46. Intellectual and cultural interests are rated higher by faculty than the development of technical skills. | (1) | (2) |
| 47. Most of the faculty are interested in helping the students with personal problems whenever they can. | (1) | (2) |
| 48. The latest scientific discoveries influence the way the curriculum is organized. | (1) | (2) |
| 49. Competence in career or occupational skills is considered more important by faculty than intellectual interests. | (1) | (2) |
| 50. In talking to students, faculty members often refer to their colleagues by their first names. | (1) | (2) |
| 51. The clinical program takes advantage of the varied backgrounds of our patients to make us intellectually aware of the contribution culture makes to the human being. | (1) | (2) |
| 52. No matter what else it does, the clinical experience teaches responsibility for the welfare of others. | (1) | (2) |
| 53. Learning to understand and use the problem-solving approach is really/important part of the clinical experience. | (1) | (2) |

the

| STATEMENTS | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 54. The nurses generally are extremely competent technically and know the latest in nursing procedures. | (1) | (2) |
| 55. It's who you are, not what you do, that determines how well you succeed in your clinical assignment. | (1) | (2) |
| 56. Many student organizations are devoted to cultural and intellectual pursuits. | (1) | (2) |
| 57. Students often help one another with their studies. | (1) | (2) |
| 58. Even in such matters as sports, the students are objective and are concerned with skill and fair play. | (1) | (2) |
| 59. The students are most interested in things directly related to their future careers or professions. | (1) | (2) |
| 60. The student leaders get a lot of extra privileges. | (1) | (2) |
| 61. There are paintings and statues scattered around the campus. | (1) | (2) |
| 62. If a student needs help, this institution will help provide it without a lot of embarrassing questions. | (1) | (2) |
| 63. The atmosphere here encourages the student to be objective, independent, and clear thinking. | (1) | (2) |
| 64. The administrators are practical and efficient in the way they dispatch their business. | (1) | (2) |
| 65. Proper social forms and manners are particularly important here. | (1) | (2) |
| 66. The faculty is really interested in the bright, interested, intellectually questioning student. | (1) | (2) |
| 67. The faculty helps stimulate interest in charities and community services. | (1) | (2) |
| 68. Even in labs, the faculty allows students to question and follow out problems on their own. | (1) | (2) |
| 69. The examples the faculty uses in their technical and practical courses are well chosen and represent realistic problems of the work world. | (1) | (2) |
| 70. The faculty here seems to consider themselves well above the students. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 71. A deeper comprehension of life and death seems to be what the clinical program leads us to. | (1) | (2) |
| 72. The difficulties that arise out of clinical experiences brings out the best in the students, as they learn to help each other. | (1) | (2) |
| 73. The nursing staff is research conscious and try to apply the conclusions of recent nursing research. | (1) | (2) |
| 74. The student on the ward is expected to know how to care for equipment so that it will be always ready for the next person. | (1) | (2) |
| 75. The dining rooms in the hospitals are nice but a student wouldn't dare join a staff nurse to eat. | (1) | (2) |
| 76. The student newspaper frequently carries articles intended to stimulate discussion of philosophical or ethical matters. | (1) | (2) |
| 77. The students as a whole are aware of and interested in most of the important social problems. | (1) | (2) |
| 78. Student discussions frequently center around scientific problems and developments in science. | (1) | (2) |
| 79. Most student organizations in some way help prepare the student for life after graduation. | (1) | (2) |
| 80. For a period of time those students in their first semester have to take orders from the upperclassmen. | (1) | (2) |
| 81. The school has an excellent reputation for academic freedom. | (1) | (2) |
| 82. Members of top administration also take a leading role in community affairs. | (1) | (2) |
| 83. Laboratory facilities in the natural sciences are excellent. | (1) | (2) |
| 84. Achievements here are weighed in terms of their practical value. | (1) | (2) |
| 85. Family, social and financial status may not be talked about but everyone knows who's who. | (1) | (2) |
| 86. Faculty will often discuss art nd music with students in informal discussions. | (1) | (2) |
| 87. The class work of the individual here is evaluated in terms of group goals and objectives. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 88. In class discussions, papers, and exams, the main emphasis is on orderly presentation, rational judgment and objective presentation of facts. | (1) | (2) |
| 89. The faculty seem to know the work world well enough to help the students prepare for the practical problems they are bound to meet in their careers. | (1) | (2) |
| 90. Faculty expect their word to be law, because of their position and reputation. | (1) | (2) |
| 91. The agencies where we have our clinical experiences make available books and pamphlets on the basic philosophical questions like the meaning of life and death. | (1) | (2) |
| 92. The important thing about the clinical program is learning to help others. | (1) | (2) |
| 93. The head nurse encourages the students to think things through and to make objective decisions. | (1) | (2) |
| 94. All of the equipment really needed to care for patients is readily available on the wards. | (1) | (2) |
| 95. The head nurse expects everyone to stand when she comes into the room. | (1) | (2) |
| 96. Student rooms are more likely to be decorated with prints, carvings or mobiles than with pennants or pin-ups. | (1) | (2) |
| 97. Most students here are most considerate of others. | (1) | (2) |
| 98. Most students think it most important to approach things rationally and objectively before making a decision. | (1) | (2) |
| 99. There are opportunities here to learn leadership and how to organize in clubs, which will pay off in the work world. | (1) | (2) |
| 100. Students who know the right people, can get a better break around here. | (1) | (2) |
| 101. The whole atmosphere of this institution encourages a high degree of respect for non-conformity and intellectual freedom. | (1) | (2) |
| 102. The administration publicly gives its support to drives on campus such as Red Cross, etc. | (1) | (2) |
| 103. There is equipment such as card sorters and computers for the analysis of research by faculty or students in the social sciences. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 104. It is expected that students be serious and purposeful about their studies because they are directly related to their careers. | (1) | (2) |
| 105. The administrative staff rarely refer to one another by their first names. | (1) | (2) |
| 106. Many courses are a real intellectual challenge. | (1) | (2) |
| 107. Faculty consider that they have a responsibility to society generally as well as to the students. | (1) | (2) |
| 108. Objectivity and the ability to think in a rational, logical manner is emphasized by faculty rather than actual techniques and skills which can more easily be developed. | (1) | (2) |
| 109. The curriculum is so designed that enough practical experience is included to make the students feel confident in their professional areas. | (1) | (2) |
| 110. The faculty makes it their business to know "just what" the students' backgrounds are. | (1) | (2) |
| 111. The nurses we work with on the wards often have clinics where the broad cultural aspects of the patient's background are discussed and emphasized. | (1) | (2) |
| 112. The nursing staff generally is really concerned with the welfare of the student as well as the work she does on the ward. | (1) | (2) |
| 113. The nursing staff values open-mindedness, objectivity, and the problem-solving approach. | (1) | (2) |
| 114. There is always a room available on the ward for demonstration of procedures and techniques. | (1) | (2) |
| 115. The more important you are, the nicer the locker room facilities, etc., the hospital provides for you. | (1) | (2) |
| 116. There is a great deal of action here in student theatrical groups. | (1) | (2) |
| 117. Students often organize money making projects to support scholarship funds or to meet other student needs. | (1) | (2) |
| 118. The students are interested in and would really like, when possible to participate in the application of research, experimental analysis and other forms of scientific method. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 119. Students tend to use informal interactions and socializing as a help to becoming skilled in interpersonal relations. | (1) | (2) |
| 120. The student publication never lampoons dignified people or instructions. | (1) | (2) |
| 121. The school places great emphasis on scholarship and intellectual pursuit. | (1) | (2) |
| 122. "Lend a helping hand" could well be the motto of this institution. | (1) | (2) |
| 123. Thinking about alternate ways in which problems might be solved or things done differently is encouraged here. | (1) | (2) |
| 124. Knowing how to do it is more important here than why it is done that way. | (1) | (2) |
| 125. There are few opportunities for informal talks with administrators around here. | (1) | (2) |
| 126. The intellectual standards set by the professors are quite hard to achieve. | (1) | (2) |
| 127. If it is for the good of the student, most faculty members are liberal in interpreting regulations. | (1) | (2) |
| 128. Active displays of emotion embarrass most faculty; they prefer rational ordered relationships. | (1) | (2) |
| 129. The emphasis in courses here is on practical, concrete problems rather than on the abstract or intangible. | (1) | (2) |
| 130. The faculty has designed the curriculum so that graduates from this school are really special. | (1) | (2) |
| 131. In the ward conferences the nursing staff like to consider abstract, theoretical problems and questions. | (1) | (2) |
| 132. The students quickly learn from the nursing service staff a feeling of responsibility for the public welfare. | (1) | (2) |
| 133. The student is allowed to make use of the scientific and research facilities of the hospitals. | (1) | (2) |
| 134. The practice acquired in clinical experience is geared to help the student fit into the work world. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 135. The graduate nurses consider themselves above the students, and expect them to show respect. | (1) | (2) |
| 136. There would be a capacity audience of students for a lecture by an outstanding philosopher. | (1) | (2) |
| 137. There are at least a couple of student organizations actively involved in community affairs. | (1) | (2) |
| 138. Students here decide on issues in terms of the facts not emotional involvement. | (1) | (2) |
| 139. The students learn how to get along with all kinds of people through frequent informal social gatherings. | (1) | (2) |
| 140. The students here prefer to join clubs or organizations which are led by students who count. | (1) | (2) |
| 141. The school atmosphere encourages an active interest in philosophy and philosophical matters. | (1) | (2) |
| 142. This institution regards the training of people for service to the community as one of its major responsibilities. | (1) | (2) |
| 143. The students are encouraged by the school to work out their own decisions and to make their own judgments. | (1) | (2) |
| 144. The whole school seems to be organized so that people know where they are going and what they have to do to get there. | (1) | (2) |
| 145. The important people at this school expect others to show the proper respect for them. | (1) | (2) |
| 146. In class discussions, papers, and exams, the main emphasis is on breadth of understanding, perspective and critical judgment | (1) | (2) |
| 147. Many courses are designed to prepare students for well-informed citizenship. | (1) | (2) |
| 148. A well-reasoned report can rate an "A" grade here even though its viewpoint is opposed to the professor's. | (1) | (2) |
| 149. Faculty members seem to realize what things are more important to learn, than others, in order to fit into the work world. | (1) | (2) |
| 150. Course content and method are fixed by faculty and any attempts at discussion by students is considered "back-talk". | (1) | (2) |
| 151. The ward staff can frequently be heard discussing art and music. | (1) | (2) |

| Statements | Generally TRUE (or applies) | Generally FALSE (or does not apply) |
|---|---|---|
| 152. The consideration of the nursing staff helps the students adjust to new and trying situations in the hospital. | (1) | (2) |
| 153. The professional nursing staff uses logical and objective reasoning in solving nursing problems. | (1) | (2) |
| 154. The clinical program provides the students with experiences which really prepare her for working as a nurse. | (1) | (2) |
| 155. The better ward assignment is given to the more important student . | (1) | (2) |
| 156. Many students are attracted toconcerts and art exhibits. | (1) | (2) |
| 157. Many upperclassmen take it upon themselves to play an active part in helping new students with problems or difficulties. | (1) | (2) |
| 158. The students are considerably interested in the analysis of value systems and the relativity of societies and ethics. | (1) | (2) |
| 159. Students have many opportunities through student organizations to develop skill in organizing and directing the work of others. | (1) | (2) |
| 160. Student life is really controlled by an important clique of upperclassmen. | (1) | (2) |

## NURSING APPROACH SCALE

### I Introduction

Nursing educators, when discussing aims and objectives, and nurses in general when expressing their ideas in the nursing literature, present descriptions of "today's" nurse, nursing and the preparation of nurses in terms of comparison and contrast with the "more traditional" nurse. (See Note 13, Chapter 5.) Qualities and characteristics of each are enumerated. These, extrapolated and translated into behavioral examples, form the basis of the Nursing Approach Scale. (See Note 14, Chapter 5.) The basic aim of the questionnaire is to allow the construction of a "values picture" of any group of nurses, so that different groups could be compared and contrasted on their approach to nursing, "Approach" in this instrument being a dichotomous concept lying along a continuum of "Traditional" to "Modern". (See Note 15, Chapter 5.)

The "values" of nurses found at each end of this scale were set up in pairs of conceptual correlates, one-half of the pair describing the "traditional" nurse, the other half the "modern" nurse. The eight pairs of "conceptual correlates" or dimensions developed were represented by eighteen items, each of which had previously discriminated between groups of nurses held to be "traditional" and "modern" respectively (i.e. private duty nurses with no post-graduate university education, having been graduates for at least fifteen years, and graduating university nursing students). It was taken as given that in any particular nursing situation, the nurse's course of action will, in great part, be determined by her values and attitudes. Therefore, each pair of values (conceptual correlates) from the scale were represented by an item(s) which presented a nursing situation and two possible nursing actions, one based on the "traditional" value, one on the "modern" value. The respondents were asked to consider the situation and to indicate which course of action should be followed.

The following is a sample item representing a pair of conceptual correlates, the well-trained for the "traditional" and the innovational for the "modern" end of the value continuum.

The situation:

A graduate nurse moves to a new nursing setting. In order to contribute best to the efficacy of the situation, she would probably:

A) (the "Traditional" alternative)

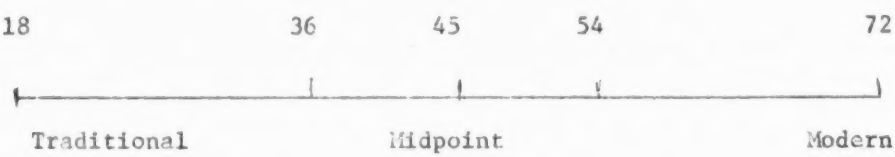
Bring to the situation a good basic knowledge of nursing measures and techniques and show skill in carrying them out.

B) (the "Modern" alternative)

Combine her basic nursing knowledge with the stimulus of a new situation to suggest modified or alternate approaches to nursing care.

It should be remembered that not all possible values are represented in this scale, but only a sample which emerged from frequent use in the literature and which "held up" under validation. Further, since this scale is essentially in a "pilot" stage, the information elicited is being used to expand and refine the instrument for further use, as well as to answer the underlying question: Is there a difference in the "values picture", in terms of a "traditional-modern" orientation, between various groups of nurses?

Each item was scored on a scale of one to four, going from the "very traditional" to the "very modern" extremities of the scale. Since there were eighteen items, each respondent could potentially score from eighteen to seventy-two. Mean total scores were calculated for each group of respondents (as well as mean scores on each of the eight dimensions comprising the instrument). A total score of 18-35 was interpreted as indicating a "very traditional" outlook, that of 54-72 a "very modern" outlook. The scale was as follows:




## II Validation of Instrument

### 1. Development of Items

Five instructors, eighteen second-year students and eleven fourth year students at a university school of nursing were given a list of the original forty-four adjectives or values (twenty-two "traditional", twenty-two "modern") with the following instructions:

> You will find a set of adjectives on the following pages. Think about each adjective carefully and visualize a nurse whom you believe the particular adjective describes ... select some aspect of her performance in nursing ... describing the behavior of the nurse ... Use the space ... to enter your description.

A content analysis was done on these descriptions, in terms of correctness of the description for each adjective and in terms of the description being in behavioral terms. In order for an adjective to be accepted it had to be defined "correctly" by ninety per cent of the respondents ( a blank was included among the incorrect responses). A total of sixteen possible pairs of adjectives was retained for further validation.

REVISED LIST OF QUALITIES OR ADJECTIVES

| Column I TRADITIONAL | Column II MODERN |
|---|---|
| cautious | innovational |
| accepting | initiative |
| dependable | accountable |
| stable | imaginative |
| well-organized | adaptive |
| intuitive | rational |
| conservative | liberal |
| well-trained | perceptive |
| confident | articulate |
| efficient | evaluative |
| tidy | responsive |
| protective | permissive |
| respectful | inquisitive |
| regular | flexible |
| systematic | analytic |
| obedient | directive |

2. Matching of Pairs from List of "Traditional" and "Modern" Qualities

The two lists of adjectives each were given, unmatched, to thirty-five judges who were nurses with experience in administration and education and who had at least a Bachelor's degree in nursing. These judges were asked to pair the adjectives. Considering one column as being virtues or qualities of the traditional nurse, they were instructed to choose and match each with the appropriate virtue or quality which would be elicited in the modern nurse in a similar nursing situation. Only those pairs matched up by at least twenty-five of the thirty-five judges were retained as "pairs" for the final instrument. (Any which did not seem to them to "pair", they listed separately.) Eleven pairs (or dimensions) were generated through this "judging" from the two lists of sixteen adjectives each.

3. Development of Items for Dimensions

From the "descriptions" of the qualities discussed in step #1 of the validation procedure, and from the literature, behavioral examples of the "traditional" and "modern" nurse were developed for each of the eleven pairs or dimensions of the instrument. These were written as situations allowing two alternate responses - one "Traditonal" the other "Modern".

Eighty-two such items were submitted to a panel of six judges for dimension validation. They, in judging each item, indicated to which of the eleven dimensions it belonged and which of the alternate responses were "modern" or "traditional". The forty-four items retained were judged correctly by at least four of the six judges. But these forty-four items represented only eight of the eleven pairs. These eight were retained for the final instrument.

4. Verification of Discriminatory Power of Items

The forty-four validated items were pretested on two groups of respondents. The first, usually considered to be "modern", were a group of thirty graduating university student nurses, the second, considered more "traditional" in their approach to nursing were a group of (16) private-duty nurses, with no post-graduate university education, who had been graduates for at least fifteen years. Only those items on which the "modern" nurses scored "modern" and the "traditional" nurses "traditional", were retained. The final instrument consisted of eighteen items representing eight pairs or dimensions.

| | Dimension | Item Number (see attached questionnaire) |
|---|---|---|
| A. | attentive-responsive | 1, 10 |
| B. | confident-analytic | 11 |
| C. | well-organized-flexible | 2,12 |
| D. | well-trained-innovational | 3,17 |
| E. | protective-permissive | 4,7,18 |
| F. | dependable-accountable | 5,8,13,14 |
| G. | efficient-imaginative | 9,15 |
| H. | intuitive-perceptive | 6,16 |

The questionnaire was completed by respondents, for the most part, on IBM cards and the mean cumulative scores were calculated. Tests of significance of difference of means were applied. This instrument was administered to students, faculty, Ryerson graduates and graduates from other nursing programs.

## NURSING APPROACH SCALE

Each of the subsequent nursing situations is followed by two possible courses of action. For each situation, decide which of these two courses of action comes closer to your expectations of the "Ideal Nurse" and what she would probably do in such a situation.

Indicate your decision by choosing one of the four alternative answers provided on the right hand side of the page. Circle the appropriate answer. Circle only ONE answer.

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| Nursing Situations | In Thinking About The Probable Behavior of the IDEAL NURSE | | | |
|---|---|---|---|---|
| | 1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
| 1. Generally in giving care to her patients, the nurse would probably: | | | | |
| A) Be at hand and be ready to give the patient the care he requires. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) Respond to the needs of the individual as they arise in him. | | | | |

---

| | | | | |
|---|---|---|---|---|
| 2. The ward is very busy and staffing is barely adequate. The nurse would probably: | | | | |
| A) Set priorities and then give her patients well-ordered care. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) Alter her normal procedure when one of her patients seems to need extra time to talk and be listened to. | | | | |

---

| Nursing Situations | In Thinking About the Probable Behavior of the IDEAL NURSE<br>1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
|---|---|---|---|---|
| 3. A graduate nurse moves to a new nursing setting. In order to contribute best to the efficacy of the situation, she would probably:<br>A) Bring to the situation a good basic knowledge of nursing measures and techniques and show skill in carrying these out.<br>or:<br>B) Combine her basic nursing knowledge with the stimulus of a new situation to suggest modified or alternate approaches to nursing care. | 1 | 2 | 3 | 4 |
| .Her patient is acutely ill and has been for some time. The nurse would probably:<br>A) Plan his care carefully, and do everything that she can for him, in order to conserve his strength.<br>or:<br>B) Allow the patient to do what he can for himself and to make as many decisions as possible about his care. | 1 | 2 | 3 | 4 |
| 5. A nurse is a long term member of the ward staff. The head nurse relies on her contribution to the operation of the ward. This contribution would probably be mainly in the terms of:<br>A) Always being there when she should be and doing what is required of her when it is needed.<br>or:<br>B) Being aware of what she is doing and accepting the consequences of what she has done. | 1 | 2 | 3 | 4 |

| Nursing Situations | In Thinking About the Probable Behavior of the IDEAL NURSE<br>1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
|---|---|---|---|---|
| 6. A graduate nurse of long experience is caring for an unconscious patient. She would probably:<br>A) As she cares for him really know what he needs and what to do for him.<br>or:<br>B) Observe the patient to collect information to use in her plan of care. | 1 | | | |
| 7. The nurse is caring for a patient who has attempted suicide but who is now very sorry about it. She would probably:<br>A) Attempt to cut off discussion of suicide and related matters from other patients or visitors so that the patient will not be hurt by unkind or hostile remarks.<br>or:<br>B) Leave it to the patient to participate in discussions about such matters as suicide with other patients and visitors, as he sees fit. | | 2 | 3 | 4 |
| 8. A fierce hurricane followed by extensive flooding has swept through the city. There have been many deaths, injuries, and the danger of an epidemic has arisen. Hospitals are over-crowded and make-shift facilities have been set up. The nurse, in such a situation, would probably: | 1 | 2 | 3 | 4 |
| A) Work as hard and as long as she could to help relieve human suffering as people would really rely on her in such a situation.<br>or | 1 | 2 | 3 | 4 |
| B) Demonstrate her professional skill by working within her sphere of competence and by answering for those actions which she undertakes. | | | | |

| Nursing Situations | In Thinking About the Probable Behavior of the IDEAL NURSE | | | |
|---|---|---|---|---|
| | 1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
| 9. Many qualities, capabilities, and skills are important in the good nurse. The head nurse, in evaluating the contribution staff members make to patient care would probably prefer:<br>A) The nurse who is orderly and precise and who does her share and more, without wasting time, effort or equipment.<br>or:<br>B) The nurse who is imaginative in identifying nursing problems and thoughtful in finding nursing solutions. | 1 | 2 | 3 | 4 |
| 10. The head nurse goes to a meeting called by the director of nursing. The director reads a new policy statement. (This is not the way new policy is usually introduced.) She asks if there are any comments. The head nurse would probably:<br>A) Listen to the statement and consider how to carry it out in her ward or unit.<br>or:<br>B) Listen to both the words and the tone the director uses, in an attempt to see if there is something further the director is expressing or asking for, so that she could respond in the most helpful manner. | 1 | 2 | 3 | 4 |

| Nursing Situations | In Thinking About the Probable behavior of the Ideal Nurse | | | |
|---|---|---|---|---|
| | 1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
| 11. The nurse and doctor work together in providing a therapeutic regimen for the patient. Many functions must be carried out in order that this regimen be maintained. The nurse would probably: | | | | |
| A) Know what she had to do, carry out her job authoritatively and resolve nursing problems in an assured and competent fashion. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) Look at the situation, attempt to identify area of nursing competence, and try to outline the problems in the provision of nursing care. | | | | |

| Nursing Situations | Behavior of the IDEAL NURSE<br>1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
|---|---|---|---|---|
| 12. The student nurse, receiving her nursing experience in a busy general hospital, at times sees "principles" pushed aside because of "lack of time." Even though she too is busy, she would probably: | | | | |
| A) Organize her nursing care well and work hard enough so that she, at least maintains her principles and care. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) Recognize the realities of a busy ward and look for alternate or modified ways to give care, realizing that principles can be expressed in more than one way. | 1 | 2 | 3 | 4 |
| 13. The nurse in the operating room works in an exacting and at times tense situation. As a staff nurse in such a situation, she would probably: | | | | |
| A) Know the instrument "set-ups", carry out exacting operating room procedures, and refer change in routines to the supervisor. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) Know the nurse's function and role in the operating room and accept responsibility for the nursing decisions she makes. | | | | |
| 14. The nurse's self-image will be directly related to the way she sees the nurse-patient relationship - and so the way she cares for the patient. The staff nurse would probably see herself as: | | | | |
| A) A person who cares and who can really be depended on in times of trouble. | | | | |
| or: | 1 | 2 | 3 | 4 |
| B) An advisor-counsellor, who gives care in terms of the interested professional, held accountable for her decisions and actions. | | | | |

| Nursing Situations | In Thinking About the Probable Behavior of the IDEAL NURSE<br>1. I strongly agree with A | 2. I more or less agree with A | 3. I more or less agree with B | 4. I strongly agree with B |
|---|---|---|---|---|
| 15. The assessment of student nurses requires the evaluation of many abilities and skills. However, the instructor would tend to value some qualities more than others. She would probably be most pleased when she saw:<br>A) The student handling old or difficult problems efficiently, without waste of time or effort.<br>or:<br>B) The student approaching old or difficult problems in a new or original manner. | 1 | 2 | 3 | 4 |
| 16. There are motivating factors which lead students to choose nursing as a career and which keep graduate nurses giving a high standard of nursing care. The more effective nurse would probably:<br>A) Approach nursing as a humanitarian who gives of herself to her patient in terms of what she knows and feels to be right.<br>or:<br>B) Look at nursing as a service to people in which she develops her observational and interpretive abilities in order to be able to make decisions and give care on a professional level. | 1 | 2 | 3 | 4 |
| 17. The student nurse learns a great deal about relating to patients. By the time she is a graduate, she would probably:<br>A) Have been trained in the best way to approach different types of patients i.e. the difficult patient, the dying patient, etc.<br>or:<br>B) Have been involved in the modifying of approaches in the development of therapeutic nursing relationships. | 1 | 2 | 3 | 4 |

| Nursing Situations | In Thinking About the Probable Behavior of the IDEAL NURSE | | | |
|---|---|---|---|---|
| | 1. I strongly agree with A | 2. I more or less agreewith B | 3. I more or less agree with B | 4. I strongly agree with B |
| 18. Even though she is not present twenty-four hours a day, the responsibility for a high standard of nursing care and a smooth running ward falls on the shoulders of the head nurse. In order to ensure both of these, the head nurse would probably:<br>A) Make as many decisions as possible and leave standing routines to support and protect the evening and night staff from difficult situations that may arise on their shifts.<br>or:<br>B) Encourage the evening and night staff to make the decisions in matters which concern them and to develop ways of doing things which resolve the difficulties particular to their shift. | 1 | 2 | 3 | 4 |

## CHANGE AND DEVELOPMENT AS SEEN BY THE GRADUATING STUDENT

### I Development and Validation

Change occurs in the student over the years she is learning to nurse. Some of this change is external and obvious, some can only be identified by the student herself. In an attempt to determine the nature and extent of this latter type of change the Senior Questionnaire was administered to the respondents shortly before graduation from their school of nursing. This instrument was modified from one developed and administered (along with interviews) at Stanford, California, in the study of change and development in the college student (see Katz, Growth and Constraint in the College Student). This study was of interest because the subjects were (1) of the same general age group (17-25), and (2) preparing for a career in a post-high school educational institution, as were the subjects of the Ryerson project. Further, the content of the data - "change" - is of major importance in any educational study.

Only the part of the instrument relating to perception of self-change and development was used as the other areas included were either covered by other instruments developed for this study, or else not deemed relevant to the nursing student as such (i.e. academic experience, career preparation and choice, peer relationships and extensive personality development).

The first version (open-ended questionnaire) used the questions as developed for the Stanford study (Katz, ibid., pp. 110-121, items 58-74) modified only in those cases where such was deemed necessary to be applicable specifically at a school of nursing. Twenty three senior Ryerson students and twelve senior university nursing students completed the questionnaire. A content analysis of the data obtained was done based to some extent on the categories developed for Sanford's analysis (Katz, ibid.). These were modified and expanded to include all of the data collected on the nursing students. The questionnaire, using these modified categories, was designed with coded responses for use in computer analysis. The coded questionnaire was pre-tested on twenty-five graduating senior student nurses and minor modifications for clarity were made. The respondents completed the final version of the questionnaire on IBM cards.

To complement the material collected in the main part of the questionnaire, both in terms of the expectations of students entering the nursing profession and of experiences they encountered and changes they felt through the three years, an indirect measure of maturation seemed important. Although full scale personality testing did not seem warranted, some indication of the development within the personality of the students over a three-year period promised to be valuable. Compromise was made following the lead of Professor Sanford (Katz, ibid.). The twelve items of the complex personality test (developed for that study) in which Sanford's respondents showed the greatest change over time, were used as part of this study. These were given to the nursing students,

first on beginning their studies as student nurses and then just prior to graduation, they were asked to consider the items and then to indicate whether they agreed or disagreed with each of them. The results of the analysis of a partial instrument such as this cannot be regarded as conclusive, but they do highlight some of the differences between beginning and senior students in terms of inner patterns of rigidity and control. Sanford himself uses the items in this way in his first chapter. They are considered to be representative of these value trends. The items can be grouped under three general headings: I, "independence versus discipline", II, "impulse versus rigidity or self-blame", and III, "readiness to look for objective conditions". (See page 8, items 130-141 on attached sample questionnaire.)

(Note: Commitment to Nursing Scale was also administered to senior students at the same time as the Senior Questionnaire. See Appendix.)

The analysis of the data collected through the Senior Questionnaire was done by computer. For the most part, per cent of responses per category were calculated and tests of significance of difference of proportion were calculated. Where appropriate (i.e. items on sample questionnaire 97-107) correlations and tests of significance of mean correlations or two-way analysis of variance (i.e. items 130-141 - items of personality test) were also calculated.

## II Questions Asked

A. Change (includes parts A, B, C, D, F) of sample questionnaire - items 1-60)

1. Have you changed? How?
2. To what do you attribute the changes?
3. a) How would you have liked to have changed?
   b) What would you have done differently during the first semester?

B. Self (esteem) (includes parts E, G, J, K of sample questionnaire - items 61-68, 89-90)

1. How do you feel about yourself?
2. Are you often sick?
3. Are you often depressed?

C. Meaningful experiences and relationships with others (includes parts H, I, L, M of sample questionnaire, items 69-88, 91-92)

1. What experiences were meaningful? How were they meaningful? How did they affect your life?
2. Whom do you admire?
3. With whom do you disagree and how often?

D. Personal values and attitudes (includes parts N, personality items, items 97-129, 130-141)

1a. How do you rate needs and motives?
b. How do you rate family interpretations of needs and motives?
c. How do you rate general public's interpretation of needs and motives?

2a. How do students feel about statements urging punitive controls, showing rigidity, lack of acceptance and independence?
b. Are you, as seniors, different on these attitudes than freshmen?
(Note: Senior responses were compared with freshmen responses.)

E. Professional Attitudes (items 142-156)

Are you committed to nursing and the nursing profession?

## CHANGE AND DEVELOPMENT AS SEEN BY THE GRADUATING STUDENT

The following is a list of questions which can be answered by thinking about your life and experiences as a student. Please answer as well as you can in terms of what is generally true for you.

A How have you changed since you entered your School of Nursing?

| | | TRUE | FALSE |
|---|---|---|---|
| 1. | Little or no change in any way | (1) | (2) |
| 2. | More self-confident, poised and independent | (1) | (2) |
| 3. | More stable | (1) | (2) |
| 4. | Increased self awareness and understanding | (1) | (2) |
| 5. | Increased intellectual curiosity and activity | (1) | (2) |
| 6. | Increased awareness of others and better relationships | (1) | (2) |
| 7. | More liberal and tolerant | (1) | (2) |
| 8. | More realistic or cynical | (1) | (2) |
| 9. | More outgoing and spontaneous | (1) | (2) |
| 10. | More awareness of the world | (1) | (2) |
| 11. | Broadened interests | (1) | (2) |
| 12. | Happier and more tranquil | (1) | (2) |
| 13. | More mature | (1) | (2) |
| 14. | More exacting | (1) | (2) |
| 15. | More responsible | (1) | (2) |
| 16. | More questioning attitude | (1) | (2) |
| 17. | Other | (1) | (2) |

B How much do you feel you have changed since you entered the nursing program, in regard to the following characteristics?

| | | Little | Moderate | Much |
|---|---|---|---|---|
| 18. | Efficiency as a student | (1) | (2) | (3) |
| 19. | Intellecutal interest | (1) | (2) | (3) |
| 20. | Personal characteristics | (1) | (2) | (3) |

| | Little (1) | Moderate (2) | Much (3) |
|---|---|---|---|
| 21. Kinds of friends you have | | | |
| 22. Freedom to express your feelings and desires | (1) | (2) | (3) |
| 23. Moral views | (1) | (2) | (3) |
| 24. Religious views | (1) | (2) | (3) |
| 25. Political views | (1) | (2) | (3) |
| 26. Other | (1) | (2) | (3) |

C

How much, to each of the following sources, do you attribute the changes that have taken place in you during your time at this school?

| | Influence | | |
|---|---|---|---|
| | Little | Moderate | Much |
| 27. Living facilities, e.g., shared accomodations, living alone, etc. | (1) | (2) | (3) |
| 28. Being away from home | (1) | (2) | (3) |
| 29. Gaining understanding of myself as a person | (1) | (2) | (3) |
| 30. Ideas in books I read on my own | (1) | (2) | (3) |
| 31. Ideas presented in courses or by teachers | (1) | (2) | (3) |
| 32. Work experience (e.g., unplanned by faculty, during vacations, etc.) | (1) | (2) | (3) |
| 33. Problems in my own family | (1) | (2) | (3) |
| 34. Close relationships with friends of the opposite sex | (1) | (2) | (3) |
| 35. Close relationships with friends of the same sex | (1) | (2) | (3) |
| 36. Close relationships with teachers or other adults | (1) | (2) | (3) |
| 37. Lack of success in the nursing course | (1) | (2) | (3) |
| 38. Discovery of capacity I did not know I had | (1) | (2) | (3) |
| 39. Participation in student organizations, committees, etc. | (1) | (2) | (3) |
| 40. Participation in activities directed to social or political improvement | (1) | (2) | (3) |
| 41. Learning to nurse in the clinical field | (1) | (2) | (3) |
| 42. Crises in my relationships with other people | (1) | (2) | (3) |
| 43. Confrontation with problems and conflicts in myself | (1) | (2) | (3) |

| | | Influence | | |
|---|---|---|---|---|
| | | Little | Moderate | Much |
| 44. | Confrontation with problems and conflicts with others (e.g. faculty, nursing staff, etc.) | (1) | (2) | (3) |
| 45. | Confrontation with the problems and difficulties of others (e.g. patients) | (1) | (2) | (3) |
| 46. | Other | (1) | (2) | (3) |

D Are there any changes you wished for in yourself that have not occurred?

| | | True | False |
|---|---|---|---|
| 47. | None | (1) | (2) |
| 48. | Increased academic ability or interests | (1) | (2) |
| 49. | Increased professional ability or interests | (1) | (2) |
| 50. | Greater self confidence or poise | (1) | (2) |
| 51. | Greater sense of purpose in life | (1) | (2) |
| 52. | Increased ability to form close relationships | (1) | (2) |
| 53. | To have formed better relationships (i.e. less conflict, more popularity, etc.) | (1) | (2) |
| 54. | Increased participation in activities | (1) | (2) |
| 55. | Increased cultural participation and learning | (1) | (2) |
| 56. | Other | (1) | (2) |

E Which of the following best describes how you feel/felt about yourself?

Now?

57. (1) largely dissatisfied (2) moderately dissatisfied (3) reasonably satisfied (4) quite satisfied

During your first semester at this school?

58. (1) largely dissatisfied (2) moderately dissatisfied (3) reasonably satisfied (4) quite satisfied

F If it were the beginning of the first semester again, what would you do differently?

| | | True | False |
|---|---|---|---|
| 59. | Little or nothing | (1) | (2) |
| 60. | Study harder, more efficiently or read more | (1) | (2) |

| | True | False |
|---|---|---|
| 61. Change personal attitudes | (1) | (2) |
| 62. More involvement and/or variety | (1) | (2) |
| 63. Not have chosen this particular career | (1) | (2) |
| 64. Gone to a different school or university | (1) | (2) |
| 65. Try to take more or different courses | (1) | (2) |
| 66. Change living group or arrangements | (1) | (2) |
| 67. Other | (1) | (2) |

G During what age periods do you think people are the happiest or the most content?

68. (1) Under 12 (2) 13-21 (3) 22-35 (4) 36-50 (5) over 50

H In which of the following areas was the single most meaningful experience of the years spent at this School?

| | True | False |
|---|---|---|
| 69. Love,Marriage or children | (1) | (2) |
| 70. Friendship and personal relationships | (1) | (2) |
| 71. Personal problems or tragedy | (1) | (2) |
| 72. Life as a student as this school | (1) | (2) |
| 73. Political, social welfare or reform group | (1) | (2) |
| 74. Living group | (1) | (2) |
| 75. Clinical experience | (1) | (2) |
| 76. A job | (1) | (2) |
| 77. Difficulties with the program | (1) | (2) |
| 78. Other | (1) | (2) |

I How did this experience affect your life?

| | True | False |
|---|---|---|
| 79. Greater personal insight | (1) | (2) |
| 80. More insight into others or better relationships | (1) | (2) |
| 81. Increased self-confidence or poise | (1) | (2) |
| 82. More awareness of the world | (1) | (2) |

| | | True | False |
|---|---|---|---|
| 83. | Better sense of purpose in life | (1) | (2) |
| 84. | Broadened interests | (1) | (2) |
| 85. | Happier and/or more content | (1) | (2) |
| 86. | Disenchantment, depression or disorientation | (1) | (2) |
| 87. | Increased self discipline or organization | (1) | (2) |
| 88. | Other | (1) | (2) |

J. During your time here how often have you felt depressed?

89. (1) Daily (2) A few times a week (3) A few times a month (4) A few times a year (5) Almost never or never

K . During an average month toward the end of your studies, how often have you felt physically out of sorts, e.g. colds, headaches, cramps, stomach trouble, fatigue,etc?

90. (1) Never (2) Once or twice (3) Three to five times (4) Six to ten times (5) Almost daily

L If you named one person, contemporary, historical or fictitious, whom you particularly admired, who would it be

91. (1) A political or public figure
(2) An artist or writer
(3) Fictional character
(4) Friend or relative
(5) Teacher or instructor at your school

M How often during your years in the nursing program have you found yourself seriously disagreeing with or feeling strongly that your position was different from:

| | | Frequently | Occasionally | Almost never or never |
|---|---|---|---|---|
| 92. | Friends of the same sex | (1) | (2) | (3) |
| 93. | Friends of the other sex | (1) | (2) | (3) |
| 94. | Your parents | (1) | (2) | (3) |
| 95. | The nursing faculty | (1) | (2) | (3) |
| 96. | Nursing service staff | (1) | (2) | (3) |

Consider the following needs and motives which people may have.
People think that some are more important than others. Rank them in order of their importance a) to you
b) to the nursing faculty
c) to most people

| a) Rank the following as you see them | First | Second | Third | Fourth | Fifth or more |
|---|---|---|---|---|---|
| 97. Curosity and knowledge | (1) | (2) | (3) | (4) | (5) |
| 98. Sexual needs | (1) | (2) | (3) | (4) | (5) |
| 99. Wealth | (1) | (2) | (3) | (4) | (5) |
| 100. Play and recreation | (1) | (2) | (3) | (4) | (5) |
| 101. Fame and recognition | (1) | (2) | (3) | (4) | (5) |
| 102. Sensory and Aesthetic pleasure | (1) | (2) | (3) | (4) | (5) |
| 103. Love and affection | (1) | (2) | (3) | (4) | (5) |
| 104. Emotional well-being | (1) | (2) | (3) | (4) | (5) |
| 105. Maintaining self respect | (1) | (2) | (3) | (4) | (5) |
| 106. Being accepted and liked by others | (1) | (2) | (3) | (4) | (5) |
| 107. Achievement | (1) | (2) | (3) | (4) | (5) |

| b) Rank these as you think the faculty sees them | First | Second | Third | Fourth | Fifth or more |
|---|---|---|---|---|---|
| 108. Curosity and knowledge | (1) | (2) | (3) | (4) | (5) |
| 109. Sexual needs | (1) | (2) | (3) | (4) | (5) |
| 110. Wealth | (1) | (2) | (3) | (4) | (5) |
| 111. Play and recreation | (1) | (2) | (3) | (4) | (5) |
| 112. Fame and recognition | (1) | (2) | (3) | (4) | (5) |
| 113. Sensory and aesthetic pleasure | (1) | (2) | (3) | (4) | (5) |
| 114. Love and affection | (1) | (2) | (3) | (4) | (5) |
| 115. Emotional well-being | (1) | (2) | (3) | (4) | (5) |
| 116. Maintaining self respect | (1) | (2) | (3) | (4) | (5) |
| 117. Being accepted and liked by others | (1) | (2) | (3) | (4) | (5) |
| 118. Achievement | (1) | (2) | (3) | (4) | (5) |

| c) Rank these as you think people generally see them | First | Second | Third | Fourth | Fifth or more |
|---|---|---|---|---|---|
| 119. Curosity and knowledge | (1) | (2) | (3) | (4) | (5) |
| 120. Sexual needs | (1) | (2) | (3) | (4) | (5) |
| 121. Wealth | (1) | (2) | (3) | (4) | (5) |
| 122. Play and recreation | (1) | (2) | (3) | (4) | (5) |
| [illegible] Fame and recognition | (1) | (2) | (3) | (4) | (5) |
| 124. Sensory and aesthetic pleasure | (1) | (2) | (3) | (4) | (5) |
| 125. Love and affection | (1) | (2) | (3) | (4) | (5) |
| 26. Emotional well-being | (1) | (2) | (3) | (4) | (5) |
| 7. Maintaining self respect | (1) | (2) | (3) | (4) | (5) |
| [illegible] Being accepted and liked by others | (1) | (2) | (3) | (4) | (5) |
| 129. Achievement | (1) | (2) | (3) | (4) | (5) |

Do you agree or disagree with the following statements?

| | | Agree | Disagree |
|---|---|---|---|
| 130. | In the final analysis, parents generally turn out to be right about things. | (1) | (2) |
| 131. | No weakness or difficulty can hold us back if we have enough will power. | (1) | (2) |
| 132. | Human passion causes most of the evil in the world. | (1) | (2) |
| 133. | I have been quite independent and free from family rule. | (1) | (2) |
| 134. | No man of character would ask his fiancee to have sexual intercourse with him before marriage. | (1) | (2) |
| 135. | I dislike women who disregard the usual social or moral conventions. | (1) | (2) |
| 136. | What youth needs most is strict discipline, rugged determination and the will to work and fight for family and country. | (1) | (2) |
| 137. | A person who lets himself get tricked has no one to blame but himself. | (1) | (2) |
| 138. | The surest way to a peaceful world is to improve people's morals. | (1) | (2) |
| 139 | Most of our social problems could be solved if we would somehow get rid of the immoral, crooked and feebleminded people. | (1) | (2) |
| 140. | We should respect the work of our forefathers and not think that we know better than they did. | (1) | (2) |
| 141. | Most people don't realize how much of our lives are controlled by plots hatched in secret places. | (1) | (2) |

## COMMITMENT TO NURSING SCALE

### I Development and Validation

A frequent criticism leveled at the students of "new" or "different" programs has been her lack of commitment to nursing and to the nursing profession. As commitment is an intrinsic quality or aspect of the personality, an attempt has been made to have the students evaluate themselves; but, as the criticism can only be answered in terms of some standard, this self-evaluation is carried on in terms of a series of dimensions evolved from nursing literature.

The students responding to this instrument were close to graduation from their respective schools of nursing. They are thought ready to take up the responsibilities and practise the skills of the professional nurse. A legitimate question, particularly at this point in their careers, is: How committed are these students to a career in nursing? The Commitment to Nursing Scale was developed in an attempt to find the answer to this question: It contains fifteen items included within five dimensions: (1) Choice, (2) Awareness of the Future, (3) Involvement Intrinsic, (4) Involvement Extrinsic and (5) A Sense of Responsibility. The respondents responded in terms of the strength of agreement with each statement.

The literature on "Commitment" was carefully searched. Four authors proved to be of direct help in the development of this scale. (See Davis, Becker, Mays, Riegler in bibliography.) The five dimensions were generated from their work by means of grouping of fourteen aspects of commitment which they discussed. These were:

| Dimension | Aspects | Item # (See attached form of instrument) |
|---|---|---|
| I Choice | - decisions and plans | 146 |
| | - relationship between nursing and rest of behavior | 145 |
| | - willingness to undergo training or hardships | 155,156 |
| II Awareness of Future | - ramifications of choice and actions | 147 |
| | - planning for future | 148 |
| III Involvement Intrinsic | - personal achievement | 142 |
| | - ego development or involvement | 143 |
| | - actualization of self | 149 |

| Dimension | Aspects | Item # |
|---|---|---|
| IV Involvement Extrinsic (or Professional) | - professional status | 144 |
| | - career valued | 150 |
| | - interest in profession | 152 |
| V Sense of Responsibility | - to self | 153 |
| | - to clients | 151 |
| | - to profession | 154 |

The items were taken from the literature and then modified primarily as to tense and person. Thirty-five items were originally drawn up and submitted to six judges for acceptability in terms of (1) clarity and meaning and (2) dimension. Items retained were "passed" by all three judges on the former and at least 5/6 of the judges on the latter.

The final number of items retained was fifteen (one for each "aspect" of "commitment".)

The final form was administered to students on IBM cards. The statements were presented and the students were asked to decide if the statement

1) applied to them and if so, how strongly they felt (on a 4-point scale) about it; or

2) if it did not apply to them.

The scale itself was included as the final section of the questionnaire administered to senior students shortly before graduation. A mean score was calculated for each group by dimension and cumulatively over the total scale. Tests of significance of difference were calculated.

II Questions (covered by instrument)

(Choice)

1a) Have the students made a choice of nursing as a career?
b) Do they realize what is involved in such a choice?
c) Are they willing to take the necessary training?
d) Are they willing to undergo the hardships necessary to achieve their end?

(Awarenews of Future)

2a) Do the students realize the ramifications of their choice?
b) Have they made plans for the future concerning their career?

(Involvement Intrinsic)

3a) Do the students have a feeling of achievement concerning nursing?
b) Do they feel that "self" as a woman (i.e. ego development) is congruent with nursing?
c) Do they feel they can develop a sense of identity in nursing?

(Involvement Extrinsic)

4a) Do they ascribe to nursing a professional status?
b) Do they value nursing?
c) Do they find the profession interesting and/or stimulating?

(Sense of Responsibility)

5a) Do they feel a sense of responsibility as to themselves as a professional?
b) Do they feel a sense of responsibility as to their clients as a professional?
c) Do they feel a sense of responsibility to the profession itself?

COMMITMENT TO NURSING SCALE

The following are statements concerning your being a nurse. Do you agree with them? How strongly do you feel about those that you agree with?

| As far as I am concerned: | I think this statement is true and applies to me. My feelings about the statement are: 1)weak 2)Not too strong 3)strong 4)very strong | | | | I do not think this statement 5) applies to me |
|---|---|---|---|---|---|
| 142. I feel that I am achieving something in life by being a nurse | (1) | (2) | (3) | (4) | (5) |
| 143. there is no incongruency between marriage and a successful career in nursing | (1) | (2) | (3) | (4) | (5) |
| 144. being a nurse is being a member of a profession | (1) | (2) | (3) | (4) | (5) |
| 145. being a nurse is inseparable from my philosophy of life | (1) | (2) | (3) | (4) | (5) |
| 146. choosing and planning a nursing career was the result of my own decision | (1) | (2) | (3) | (4) | (5) |
| 147. as a nurse, I am fully cognizant of the expectations and norms of the profession | (1) | (2) | (3) | (4) | (5) |
| 148. a career in nursing is attractive and promising | (1) | (2) | (3) | (4) | (5) |
| 149. my sense of personal identity is interrelated with my being a nurse | (1) | (2) | (3) | (4) | (5) |
| 150. the goals and functions of nursing make it a career to be valued | (1) | (2) | (3) | (4) | (5) |
| 151. standards of nursing care are maintained through the nurse's sense of personal integrity and professional ethics rather than through external sanctions | (1) | (2) | (3) | (4) | (5) |
| 152. the theory and practice of nursing are both interesting and challenging | (1) | (2) | (3) | (4) | (5) |
| 153. continued self-development in the skills and techniques of nursing is a personal responsibility | (1) | (2) | (3) | (4) | (5) |
| 154. membership in the profession of nursing rightly demands that I contribute to its continuity and development | (1) | (2) | (3) | (4) | (5) |
| 155. nursing will continue to be my career choice despite the difficulties and disadvantages involved (i.e. poor hours etc.) | | | | | |
| 156. I willingly participated in the learning experiences provided in the nursing program | (1) | (2) | (3) | (4) | (5) |

CREATIVITY IN NURSING

This instrument was administered to Ryerson graduates, faculty and to graduates of other nursing programs.

CREATIVITY IN NURSING

QUESTIONS

1. Mr. Salinger is a 42-year old college professor in hospital with the diagnosis of leukemia. He is in a single room, and the night nurse reports that he has asked that no one come in, except when they have something specific that needs to be done.

(a) Write as many different ideas as you can think of, about what might have led up to this situation occurring.

(b) What would you do?

2. Mrs. Jablon, age 67, has diabetes. She is acting ~~very strange~~ this morning -- she says someone is trying to hurt her; she's afraid of white uniforms; she won't eat because there is something wrong with the food.

(a) Write as many different ideas as you can think of, about what might have led to this situation occurring.

(b) What would you do?

## CHOOSING A JOB IN TEACHING

This is a list of sixteen things you might look for in a job teaching nursing. Sort the items into five groups as indicated below - the first column is for the item that is least important to you, the fifth column for the item that is most important to you.

NOTE: To each of the five groups allocate a total of items as indicated at the top of the column. Just write in the number preceding each item in the appropriate column.

ITEMS:

1. Each teacher sets up her own part of the program.
2. The School encourages trying new ideas.
3. The School has a well-established reputation.
4. Other faculty members have imaginative ideas about the curriculum.
5. Class size is appropriate for teaching methods and curricular needs.
6. Faculty members work together coordinating their teaching.
7. Hours of work may be adapted to the needs of the job.
8. Each teacher has clearly defined responsibilities.
9. Expectations for students are clearly defined.
10. The position and salary offered are commensurate with previous experience.
11. The overall curriculum is clearly outlined.
12. The School is new and developing.
13. Each teacher may decide her own teaching methods.
14. Teaching aids (library, films, etc.) are available.
15. Faculty members are experienced.
16. Teaching methods used have been tested and evaluated.

| Least Important | Less Important | Neutral | Important | Most Important |
|---|---|---|---|---|
| 1 item | 4 items | 6 items | 4 items | 1 item |
| | | | | |

Combined Faculty Ranks by Item for Each of Two Sets of Characteristics Deemed Desirable in a Job Teaching Nursing at Ryerson and in Schools A, B and C

TABLE

Desirable Characteristics of a Job in Which to Teach Nursing

| Positions | Ryerson N=11 | School A N=16 | School B N=30 | School C N=27 |
|---|---|---|---|---|
| **Program Development Together** | | | | |
| Item 2 | 16 | 16 | 16 | 16 |
| " 4 | 15 | 12.5 | 11 | 9.5 |
| " 5 | 10 | 9.5 | 13.5 | 14 |
| " 6 | 13.5 | 15 | 15 | 15 |
| " 7 | 4 | 8 | 7 | 6 |
| " 12 | 9 | 3 | 1 | 1 |
| " 14 | 11.5 | 5 | 12 | 13 |
| Rank | 79 | 69 | 75.5 | 74.5 |
| **Program Stable, Job Defined** | | | | |
| Item 1 | 7.5 | 6 | 2 | 8 |
| " 3 | 1 | 1 | 3 | 2 |
| " 8 | 3 | 7 | 7 | 9.5 |
| " 9 | 11.5 | 14 | 13.5 | 11.5 |
| " 10 | 5.5 | 9.5 | 7 | 4 |
| " 11 | 5.5 | 12.5 | 9 | 7 |
| " 13 | 13.5 | 11 | 10 | 11.5 |
| " 15 | 7.5 | 4 | 4 | 3 |
| " 16 | 2 | 2 | 5 | 5 |
| Rank | 57.0 | 67.0 | 60.5 | 61.5 |

## BELIEFS ABOUT NURSING AND NURSING EDUCATION

### Development of Scale - Reliability and Validity

Form E of Rokeach's scale as outlined in his book, The Open and Closed Mind , contains forty items. (p. 73) To transpose the items so that they would relate in the field of nursing, at least two new items were written by the researchers for each of Rokeach's items, one relating to nursing in general, the other to nursing education. Every attempt was made to keep the same type of thinking as the original scale item and to use the same wording and sentence structure.

The forty items of Rokeach's scale and the ninety-six new items related to nursing and nursing education were arranged in random fashion and a test developed comprising one hundred and thirty-six items complete with Rokeach's test directions. This test was given to a group of forty graduate-nurse students in the last year of a baccalaureate program. Responses to Rokeach's items and to the new nursing items were compared across forty students. Where twenty-five or more students answered similarly on the new item as they did on Rokeach's original item, the item was retained and the Kuder-Richardson reliability test carried out. Of the thirty-three items kept in the nursing group, a reliability coefficient of .657 was obtained. To increase the reliability measure upwards to .7, all the items where 27 out of 40 students responded the same to the nursing items as to Rokeach's item were taken. This resulted in a test containing 45 nursing and nursing education items, - twenty-three nursing and twenty-two nursing education.

The following is a study of how many nurses think and feel about a number of important questions in nursing. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

| | | | |
|---|---|---|---|
| +1: | I AGREE A LITTLE | -1: | I DISAGREE A LITTLE |
| +2: | I AGREE ON THE WHOLE | -2: | I DISAGREE ON THE WHOLE |
| +3: | I AGREE VERY MUCH | -3: | I DISAGREE VERY MUCH |

1. _____ While the use of rigid discipline is wrong, it is sometimes the only way to ensure the professional behavior of student nurses.

2. _____ In talking with students, I often find it necessary to repeat the point several times to be sure they grasp it.

3. _____ In discussion with a patient, I often become so absorbed in what I want to say that I forget to listen to what he is saying.

4. _____ While I don't like to admit it even to myself, my secret ambition is to become famous like Dr. Helen Mussallem or Miss Alice Girard.

5. _____ Most nursing instructors fail because of the setting in which they teach nursing

6. _____ It is only when a nurse devotes herself to the ideals of nursing that her work really becomes meaningful.

7. _____ Of all the different approaches to preparing nurses, there is probably one way which is best.

8. _____ To compromise about nursing with other groups is dangerous because nursing will lose out.

9. _____ When it comes to differences of belief in nursing education we must be careful not to compromise with those who think differently.

10. _____ If instructors in a school of nursing tolerate too much difference of opinion among themselves they will not be able to teach nursing effectively.

11. _____ I really get annoyed whenever a nurse or a doctor refuses to admit that he or she is wrong.

12. _____ The situation of nursing today is so complicated, that the only way we can know what is going on is to rely on nursing leaders.

13. _____ Instructors should really reserve judgment about current trends in nursing and in education until they have heard or read what experts in the nursing field think.

14. _____ The nursing staff in a ward really don't require access to a variety of books on nursing, it would only confuse them.

15. _____ Nursing education is too full of problems at the moment. Thank goodness it is only the future that counts.

16. _____ Most nurse educators really don't know what would be good for nursing education.

17. _____ Most instructors don't really care about the students.

18. _____ There is so much to teach the student nurse and so little time to do it.

19. _____ Once I get wound up in a discussion of nursing problems, I just can't stop.

20. _____ In a group discussion with students I often become so absorbed in what I want to say that I forget to listen to what they are saying.

21. _____ The main thing for a nurse is to want to do something important in the nursing field.

22. _____ Most head nurses are failures and it is the system which is responsible for this.

23. _____ There are a number of people in the hospital field whom I have come to dislike because of their views of nursing.

24. _____ Of all the different ideas about what nursing is, there is probably only one which is correct.

25. _____ A nursing instructor who gets enthusiastic about too many trends in nursing education is probably ineffectual in working toward any.

26. _____ In times like these, a nurse must be pretty selfish if she considers her own satisfaction and happiness primarily.

27. _____ Nurse educators are of two kinds - those who want to teach nursing and those who don't really care.

28. _____ A nurse who thinks primarily of her own well-being is not much of a nurse.

29. _____ Most of the new concepts which nurse educators talk about have little to do with real nursing.

30. _____ Unfortunately, a good many instructors with whom I have discussed some of the crucial problems in the teaching of nursing really don't understand what it is all about.

31. _____ Our beliefs about the teaching of nursing are quite different from those of teachers in most other schools of nursing.

32. _____ It is only natural that a nurse would have a better understanding of the views of nursing she believes in, than in those she opposes.

33. _____ Fundamentally, the nurse really is pretty much alone.

34. _____ Instructors would really like to find someone to tell them the best way to teach nursing.

35. _____ If I had the chance I would do something of great benefit to the nursing profession.

36. _____ In nursing education there are probably only a handful of really great teachers.

37. _____ A person who gets involved in too many causes or problems in nursing is likely to be a pretty ineffective sort of person.

38. _____ With nursing in such a turmoil, an instructor must be pretty self-centered if she considers her satisfaction and development primarily.

39. _____ It is often necessary to be more wary of the ideas of nurses in your own group or place of work than those of nurses in other places.

40. _____ I really get annoyed when a student fails to admit that she has made a mistake.

41. _____ Most of the ideas about nursing which get printed nowadays aren't worth the paper they are printed on.

42. _____ Student nurses shouldn't have too easy access to different approaches in nursing it would only confuse them.

43. _____ Most nurses really don't know what would be good for nurses or for nursing.

44. _____ Most nurses really don't care about the patients.

45. _____ When it comes to differences of opinion among nurses we must be careful not to compromise with those who believe differently from the way we do.

## ATTACKING CURRICULUM PROBLEMS

Assume that you are at a Faculty Meeting at which the following statements are made by three other teachers. Write in the space below what you would say in relation to this.

1. a. Operating room experience is a waste of student time - the things they learn there can be learned just as well elsewhere.

   b. I don't think its a good idea to stop it until we really study it - it's always been in the curriculum and I suspect some valuable learning takes place there.

   c. Isn't there a provincial regulation requiring it?

You -

2. a. Now its time to take our first class of students in, and we need to decide on a uniform for them to wear during their nursing practice.

   b. Let's not have a uniform - just get them to wear white uniforms with an identifying name pin.

   c. Nonsense - they need something to help them identify with each other and with nursing.

You -

3. a. Two of our students are going abroad with their parents this summer, and they asked if they could do some study there for which they could get credit, and not have to make up at the end of their course.

   b. The Nursing Act specifies days of experience needed, and I don't see how we can give credit for something like that.

   c. I don't know - did they have any specific ideas in mind?

You -

## TAKING RESPONSIBILITY IN NURSING INSTRUMENT

### I Development and Validation

An instrument was developed to investigate one particular and important area of nursing function: "Responsibility". The concept of "Responsibility" is essential to the definition of any profession. The practice of "Responsibility" is essential to performance of any profession. The nurse, as a member of a profession, is responsible for herself, for her patient and for the profession. The teachers of nursing feel that teaching responsibility is a major part of their teaching role. The head nurses, under whose supervision students practice nursing, believe that the students must learn and practice responsibility in giving care to patients.

This instrument, to assess "Responsibility", was composed of a series of items (behavioral examples) grouped into a matrix composed of the two categories (1) "accountable to" and (2) "accountable for" with the subcategories, "focus on self nursing a patient" and "focus on the team, unit or institution". It was developed in several stages. First, a group of teachers, head nurses and supervisors were asked to give specific behavioral examples of responsible behavior. These examples were collected and examined with the above-mentioned dichotomy of "accountability to" and "accountability for" in mind. In looking at these examples and in considering them carefully, it would seem further refinement of these two dimensions could be made. "Accountable to" might be redefined as being subject to direction and authority while "accountable for" could be redefined as a rational approach to problem-solving. It was also found while the examples fell within these two categories, they could be further categorized under the headings - "focus on self nursing a particular patient" and "focus on the ward, institution or other person". The two main dimensions, with the sub-dimensions within each, allowed a matrix of dimensions with "rational approach problem-solving" and "subject to direct authority" running across the top of the matrix and "focus on self" and "focus on ward, etc.", running down the side of the matrix. The next step was to take the large number of examples, approximately 50 in number, and to submit them to a panel of judges for validation. Using this matrix, seven judges who were professors of nursing at a university school of nursing, or demonstrators in nursing, were asked to place the items into appropriate categories. Those items which were placed correctly by 5 out of the 7 judges were retained for use in the instrument. This left a group of 22 items falling within the four dimensions.

| Dimension | Item Nos. (See attached questionnaire for actual items) |
|---|---|
| A. (Accountable for) | |
| Rational Approach to Problem Solving - Focus on Self Nursing a Patient | 1,3,5,8,12 |
| B. (Accountable to) | |
| Subject to Direction and Authority - Focus on Self Nursing a Patient | 6,10,13,16,22 |

C. (Accountable for)

| | |
|---|---|
| Rational Approach to Problem Solving<br>- Focus on Ward, Institution and Other Persons | 7,11,15,18,21 |

D. (Accountable to)

| | |
|---|---|
| Subject to Direction and Authority<br>- Focus on Ward, Institutions and Other Persons | 2,4,9,14,17,19,20 |

The instrument was administered in three different forms:

1. (Included with Graduate Battery)

   to head nurses to have them evaluate the "Responsibility" of the Ryerson graduate as compared with other young graduates.

2. to faculty to determine which aspects of "Responsibility" they consider to be important in teaching nursing.

3. to staff in cooperating agencies to determine which aspects of "Responsibility" they considered to be important in giving nursing care.

Three forms of the instrument were developed so that "Responsibility" could be examined and explored from several different points of view. Several questions were asked. First, is there any difference in the assumption of "responsibility" by young Ryerson graduates or by the average young graduate from diploma programs? Second, what is the faculty's (i.e. those who teach the Ryerson students) concept of responsibility? And third, what is the head nurses' (i.e. those who supervise on the ward where these young student nurses practice nursing) concept of responsibility? In order to compare and contrast the Ryerson graduate with other new graduates of diploma programs, the list of items (or descriptive statements) was submitted to head nurses who were administering the wards on which the young Ryerson graduates worked. They were asked first to consider the list in terms of how well these characteristics are developed in the new Ryerson graduate. Then, they were asked to consider the same list of characteristics again and to state how well each of these were developed in the other new graduates of diploma programs. From these materials, contrast and comparison was made. The head nurse rated each group in terms of a three-point scale of "not too" to "very". A score of one through three was assigned and mean scores per dimension as well as mean cumulative scores were calculated. Tests of significance of difference of means were calculated.

In Form II of the instrument, the list was submitted to the teachers of the young Ryerson students with the following statement: You are presented here with a list of 22 statements which may be used to describe a nurse. Which of these behaviors do you consider most essential and desirable in nursing and for this reason orient your

teaching program to their attainment? On the other hand, which are the least essential and desirable? They were given a five-point scale, ranging from least essential to most essential and asked to place the items within these scales. They were asked to put four items in each of the places on the scale and six in the middle place, number 3.

In Form III, submitted to the head nurses in the wards in which the Ryerson students work, the items were accompanied by the following directions: "You are presented here with a list of statements which may be used to describe a nurse. Which of these characteristics do you consider to be the most essential, desirable for a nurse to have, and therefore, for a student to learn? On the other hand, which are the least essential and desirable?" They were asked simply from the twenty-two items to select and list the eight least essential and desirable and the eight most essential and desirable. The results from Form II and Form III were analyzed, and discussed in terms of other data collected from faculty and cooperating agency personnel.

RESPONSIBILITY INSTRUMENT

FORM IA

How well developed are these characteristics in the new Ryerson Graduate? Please place a circle around the appropriate number.

| Statement | Not too | Somewhat | Very |
|---|---|---|---|
| 1. | 1 | 2 | 3 |
| 2. | 1 | 2 | 3 |
| 3. | 1 | 2 | 3 |
| 4. | 1 | 2 | 3 |
| 5. | 1 | 2 | 3 |
| 6. | 1 | 2 | 3 |
| 7. | 1 | 2 | 3 |
| 8. | 1 | 2 | 3 |
| 9. | 1 | 2 | 3 |
| 10. | 1 | 2 | 3 |
| 11. | 1 | 2 | 3 |
| 12. | 1 | 2 | 3 |
| 13. | 1 | 2 | 3 |
| 14. | 1 | 2 | 3 |
| 15. | 1 | 2 | 3 |
| 16. | 1 | 2 | 3 |
| 17. | 1 | 2 | 3 |
| 18. | 1 | 2 | 3 |
| 19. | 1 | 2 | 3 |
| 20. | 1 | 2 | 3 |
| 21. | 1 | 2 | 3 |
| 22. | 1 | 2 | 3 |

RESPONSIBILITY INSTRUMENT
FORM IB

How well developed are these characteristics in other new graduates of diploma programs? Please place a circle around the appropriate number.

| Statement | Not too | Somewhat | Very |
|---|---|---|---|
| 1. | 1 | 2 | 3 |
| 2. | 1 | 2 | 3 |
| 3. | 1 | 2 | 3 |
| 4. | 1 | 2 | 3 |
| 5. | 1 | 2 | 3 |
| 6. | 1 | 2 | 3 |
| 7. | 1 | 2 | 3 |
| 8. | 1 | 2 | 3 |
| 9. | 1 | 2 | 3 |
| 10. | 1 | 2 | 3 |
| 11. | 1 | 2 | 3 |
| 12. | 1 | 2 | 3 |
| 13. | 1 | 2 | 3 |
| 14. | 1 | 2 | 3 |
| 15. | 1 | 2 | 3 |
| 16. | 1 | 2 | 3 |
| 17. | 1 | 2 | 3 |
| 18. | 1 | 2 | 3 |
| 19. | 1 | 2 | 3 |
| 20. | 1 | 2 | 3 |
| 21. | 1 | 2 | 3 |
| 22. | 1 | 2 | 3 |

list of nursing behaviors
(Items for Responsibility Instrument)

1. Observes and gathers relevant information on which she bases her assessment of patient needs.
2. Pitches in to get work done in the ward.
3. Follows through on her plan of nursing care.
4. Presents a well-organized and self-assured appearance to patients and co-workers.
5. Accepts responsibility for the outcomes of her nursing care.
6. Is efficient and skilled in the performance of nursing procedures and techniques.
7. Recognizes the realities of the nursing situation on the ward and plans from there.
8. Uses knowledge appropriately in coming to nursing decisions.
9. Accepts criticism well and respects the head nurse and supervisor.
10. Checks carefully to see that everything is done for her patients that should be done.
11. Tries to learn more about nursing and related fields.
12. Continues each day to know more about her patients as a basis for predicting their needs.
13. Follows nursing routines relating to easy ambulation of patients, preparation for discharge, specific teaching plans, etc.
14. Is careful, tidy and efficient in the care of equipment and in the use of supplies in the ward.
15. Is able to assume leadership in undefined situations which require nursing action.
16. Shows initiative in the nursing care of her patients.
17. Pays attention to the policies and procedures of the institution.
18. Provides helpful ideas and suggestions about the care of patients in the ward.
19. Readily accepts the working conditions of the institution, i.e. hours of work, days off, shift salary, etc.
20. Recognizes her position and that of others in the hospital hierarchy.
21. Takes part willingly in change related to the improvement of nursing care.
22. Knows the usual conditions so well that she is able to anticipate her patients' needs.

TAKING RESPONSIBILITY IN NURSING

TEST - FORM 2

You are presented here with a list of 22 statements which may be used to describe a nurse. Which of these behaviors do you consider most essential and desirable in nursing and for this reason orient your teaching in this program to their attainment? On the other hand, which are least essential and desirable? The following diagram provides a 5-point scale upon which to indicate the degree of essentiality and desirability of these behavioral characteristics for the nurse. Please rank the statements so that the specified number of behaviors is allocated to each box, i.e. 6 for the middle box and 4 for each of the others. Please place the number of each statement in the appropriate box.

| LEAST | ESSENTIAL AND DESIRABLE BEHAVIORS | | | MOST |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| NUMBER OF STATEMENTS PER BOX | | | | |
| 4 | 4 | 6 | 4 | 4 |
| | | | | |

FORM 3

TAKING RESPONSIBILITY IN NURSING

You are presented here with a list of statements which may be used to describe a nurse. Which of these characteristics do you consider to be most essential and desirable for a nurse to have and therefore, for the Ryerson nursing student to learn? On the other hand, which are least essential and desirable?

On the following chart please indicate in the space provided the number of the statements which you believe to be:

the 8 most essential and desirable characteristics of a nurse

the 8 least essential and desirable characteristics of a nurse

| 8 LEAST Essential and Desirable Characteristics of a Nurse | 8 MOST Essential and Desirable Characteristics of a Nurse |
|---|---|
| (Just write in the number of each statement) | |
| | |

FACULTY QUESTIONNAIRE

SCHOOL OF NURSING _____

| | Location | Years | Diploma or Degree |
|---|---|---|---|
| BASIC NURSING PREPARATION | | | |
| | | | |
| GRADUATE NURSE PREPARATION | | | |
| | | | |

| Types of Positions in Nursing | Location | Years |
|---|---|---|
| | | |

Do you consider any area(s) of nursing your particular field of interest or skill? If so, please indicate,

_____

In which nursing courses do you teach in this program?

_____

Do you have any other degrees, diplomas or courses leading to a degree, not mentioned above? If so, what are they?

_____

_____

In what type of program would you choose to teach (if any or all were open to you)?

_____

_____

Have you published any material? If so, what was it and where was it published?

_____

_____

_____

What is your age? _____

How long have you taught in this program? _____

How long did you stay in your last job? _____

Why did you choose to leave your last job? _____

_____

What were your reasons for choosing to teach here?

What has pleased or satisfied you in this work experience?

What has displeased or dissatisfied you in this work experience?

In what ways has your teaching of nursing changed since you came here?

What are your career plans for the future and how do you propose to achieve them?

A nurse asks if you think he or she would fit as a prospective member of faculty in the nursing program here. In answering the question, what characteristics would you look for in the person?

What would you identify as the five (5) major strengths and the five (5) major drawbacks of the nursing program here?

| | As a Setting in which you Teach Nursing | As a Setting in which Students Learn to Nurse |
|---|---|---|
| Strengths in the Program | | |
| Drawbacks in the Program | | |

The purpose of the following section is to identify what the student is to learn through the formal curriculum in the nursing program.

What five (5) behaviors or aspects of performance in nursing do you believe believe to be critical for the student to learn if she is to become a nurse through this program?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

In looking at the students who are about to graduate, what have they learned well that this program has tried to teach them?

What have they failed to learn or in what respects are you disappointed with their present performance or behavior?

How much of your social life involves people and/or functions here? Elaborate.

## COOPERATING AGENCIES QUESTIONNAIRE

Please check your position in this hospital -

Staff Nurse _____

Team leader _____

Assistan head nurse _____

Head nurse _____

Supervisor _____

Other _____

Please check the clinical field in which you work -

Medical _____

Surgical _____

Psychiatric _____

Obstetrics _____

Paediatrics _____

Geriatrics, long-term _____

Clinic _____

Other _____

Year of graduation in nursing _____

Type of basic preparation in nursing -

diploma program in hospital school of nursing _____

degree program in a university nursing program _____

Other _____

Please describe any graduate-nurse preparation -

clinical _____

university _____

other _____

1. With respect to the nursing care of patients:

   What kinds of things does the Ryerson student do well?

   Where do her difficulties in nursing patients seem to be?

   Can you account for or explain why Ryerson students seem to have strengths in some areas and difficulties in others?

2. With respect to the nursing program and the curriculum at Ryerson:

   What positive values does it seem to have?

   In you view, where are the deficiencies?

   If you were to suggest improvements, what changes should be made?

3. What part do you play in helping Ryerson students learn to nurse?

In what ways in this role agreeable or disagreeable to you?

How well do you know the Ryerson instructors?

4. In what ways could ward nursing personnel and the Ryerson faculty make the clinical situation a better place in which students can learn?

5 Would you like to work on permanent staff with graduate nurses from the Ryerson rogram? Why?

Would you tend to hire Ryerson graduates in preference to any other group of nurses? Why?

## GRADUATE BATTERY

### I Development and Validation

A nursing program, like that at Ryerson, may be "new" in that the setting is an educational institution, or it may be "different" in emphasis and organization. However, such programs continue to share responsibility with all other nursing education programs for producing competent professional personnel. The question then, follows: Does the Ryerson graduate "fit" into the work world? This broad line of inquiry generated many essential sub-questions, which were refined and organized into a series of open-ended interview guides, called the Graduate Battery. Graduates from three successive years at Ryerson, the Head Nurses with whom they work, and the Directors of Nursing of the institutions which employ them, were interviewed.

It was hypothesized, despite any preconceived ideas about new or shorter programs, that the Ryerson graduate would "fit" into the work world; she would not be treated differently in terms of placement or assignment, she would participate fully in ward life, and her preparation would be such that she would be able to meet the expectations demanded of any young graduate nurse.

The first draft of the open-ended questionnaire was pretested on a director of nursing and staff in general hospital setting. The questions were then modified to improve the instrument's clarity and inclusiveness. The second draft was then tested on one director of nursing and staff in a hospital employing a Ryerson graduate. No major changes were made ~~within time~~. This final form was used in the subsequent interviews of directors of nursing, head nurses and Ryerson graduates. Content analysis was done on the responses by two judges, and results were submitted to two other judges for verification.

### II Questions

The specific questions asked related to:

1. Suitable placement of graduates.
2. Actual placements.
3. Advantages of placements.
4. Orientation programs (including possible modifications).
5. Initial impressions of Ryerson graduates.
6. Differences between Ryerson graduates and other young graduates.
7. Strengths and difficulties of the Ryerson graduate.
8. Opinion of staff concerning her work and preparation.
9. Type of actual nursing preparation preferred.
10. Fit of Ryerson graduate into ward group.
11. Ryerson graduates' opinions of ward nursing standards.
12. Expectations of Ryerson graduates.

EMPLOYER'S QUESTIONNAIRE

NAME _____ HOSPITAL OR AGENCY _____

_____

1. a) Which clinical field(s) did you consider as suitable placement(s) for the new Ryerson graduate?

b) Where did you place the new Ryerson graduate? Why?

c) Which clinical field(s) did not seem to be a suitable placement for her? Why?

2. a) Now that she is working in your institution or agency, are you happy with the decision you made in placing her? Why?

b) Do you now see any alternate placement as more advantageous? Why? What would be the alternate placement?

3. a) Would you briefly outline your orientation program for graduate nurses who are just starting to work in your institution (or agency).

b) Were any alterations or modifications necessary in the orientation given the new Ryerson graduate on starting work in your institution or agency?

What were these?

c) If any alterations were made in your general orientation program, what factors influenced these changes?

4. a) Have you noted any differences between the new Ryerson graduate and the average new graduate? What are they?

b) What are the strengths of the new Ryerson graduate, as she begins to nurse in your hospital or agency?

4. c) What problems or difficulties does she appear to have?

5. To what extent do you favor the Ryerson program as compared with hospital schools, as a means of preparing nurses?

Favor Ryerson over hospital schools _____

Favor hospital schools over Ryerson _____

How strongly do you feel about this?

_____ Very

_____ Fairly

_____ Not very

_____ Not at all

6. What position(s) would you expect the Ryerson graduate to be able to obtain, after a reasonable amount of experience and working full time?
(Please check the appropriate column)

| Positions | (1)Yes,but only with further university preparation | (2)Yes,with further clinical or technical nursing specialty education | (3)Yes,simply as a graduate from Ryerson | (4)No,not as a graduate from Ryerson |
|---|---|---|---|---|
| a) Team leader | 1.___ | 2.___ | 3.___ | 4.___ |
| b) Assistant head nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| c) Head nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| d) Supervisor | 1.___ | 2.___ | 3.___ | 4.___ |
| e) Director of nursing service | 1.___ | 2.___ | 3.___ | 4.___ |
| f) Public health nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| g) Public health supervisor | 1.___ | 2.___ | 3.___ | 4.___ |
| h) Public health director | 1.___ | 2.___ | 3.___ | 4.___ |
| i) Instructor | 1.___ | 2.___ | 3.___ | 4.___ |
| j) Professor in a university school of nursing | 1.___ | 2.___ | 3.___ | 4.___ |

6.

| Positions | (1)Yes,but only with further university preparation | (2)Yes,with further clinical or technical nursing specialty education | (3)Yes,simply as a graduate from Ryerson | (4)No,not as asa graduate from Ryerson |
|---|---|---|---|---|
| k) Director of a school of nursing or department of nursing education | 1.___ | 2.___ | 3.___ | 4.___ |
| l) Director of nursing in a hospital | 1.___ | 2.___ | 3.___ | 4.___ |

7. Do you have any comments (of either a general or a specific nature) which might be helpful in this study of the preparation of nurses in a polytechnical institute?

HEAD NURSE QUESTIONNAIRE

1. Do you consider your ward a suitable placement for the new Ryerson Graduate?

If so, why?

If not, why not?

1b. Would you consider any other clinical area(s) more suitable?

If so which one(s)?

Why?

2a. What stands out most in your memory when you recall the Ryerson Graduate's first month on the ward?

2b. Did you have to make any modifications in the usual orientation program to the unit when introducing the new Ryerson graduate?

If so, please describe these changes.

3a. Have you noticed any differences between the new Ryerson graduate and other new graduates?

What are they?

3b. What are the strengths of the new Ryerson graduate as she begins to nurse on your ward?

3c. What problems or difficulties does she appear to have?

4a. How do you feel the rest of your staff looks at the Ryerson graduate's work on the ward?

4b. What do the staff on your ward think of the Ryerson program for the preparation of nurses?

4c. How does the Ryerson graduate appear to "fit" in the clinical situation?

. To what extent do you favor the Ryerson program as compared with hospital schools, as a means of preparing nurses?

Favor Ryerson over hospital schools _____

Favor hospital schools over Ryerson _____

How strongly do you feel about this?

_____ very

_____ fairly

_____ not very

_____ not at all

6. What position(s) would you expect the Ryerson graduate to be able to obtain, after a reasonable amount of experience (and working full-time)?

(Please check the appropriate column)

| Positions | (1)Yes,but only with further university preparation | (2)Yes,with further clinical or technical nursing specialty education | (3)Yes,simply as a graduate from the Ryerson program | (4)No, not as a graduate from the Ryerson Program |
|---|---|---|---|---|
| a) Team leader | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| b) Assistant head nurse | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| c) Head nurse | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| d) Supervisor | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| e) Director of nursing service | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| f) Public health nurse | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| g) Public health supervisor | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| i) Public health director | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| j) Instructor | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| k) Professor in a university school of nursing | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| l) Director of a school of nursing or department of nursing education | 1 ___ | 2 ___ | 3 ___ | 4 ___ |
| m) Director of nursing in a hospital | 1 ___ | 2 ___ | 3 ___ | 4 ___ |

RYERSON GRADUATE QUESTIONNAIRE

1. Name _____

   Hospital or Agency _____

2. On what clinical unit (or ward) do you work? _____

   _____

3. How long have you worked there? _____

4. What do you think of this placement?
   a) Are you pleased with it? Why?

   b) Do you feel that the program at Ryerson prepared you for what is expected of you in your work here?

   c) How do you feel about the work assignments and rotation system?

   d) What stands out most in your memory, when you consider the first month in this clinical unit?

e) How do you feel the rest of the ward staff looks at your work and preparation?

f) How do you get along with the head nurse and the rest of the staff? Do you feel part of the ward? Do you feel accepted?

g) How do you feel, generally, about the nursing care on your clinical unit?

5. a) Do you really consider your present clinical placement as suitable for a new Ryerson Graduate? If not,why not?

b) Can you name any clinical placement(s) or position(s) which you would consider to be more suitable or advantageous than where you are presently working? Why are they more suitable?

| Other Placements | Why more suitable or more advantageous? |
|---|---|

c) Have you worked in any other institutions and/or clinical units since you graduated? If so, where and for how long?

d) Why did you leave this institution and/or unit?

6. a) Were there any alterations or modifications necessary in the orientation program given to you as a Ryerson graduate as compared with other new graduates? If so, what were they?

b) Was there anything left out of the orientation program that you felt really necessary for adequate performance in your clinical unit?

a) Have you noted any differences between the new Ryerson graduate and the average graduate of other types of programs? What are they?

b) What do you feel are the strengths of the new Ryerson-graduate as she begins to nurse in a hospital or agency?

7. c) What problems or difficulties does she appear to have?

8. To what extent do you favor the Ryerson program as compared with hospital schools as a means of preparing nurses?

Favor Ryerson over hospital Schools _____

Favor hospital schools over Ryerson _____

How strongly do you feel about this?

_____ Very

_____ Fairly

_____ Not very

_____ Not at all

9. What position(s) do you expect to be <u>able</u> to obtain, after a resonable amount of experience and working full-time as a graduate from Ryerson?

(Please answer by placing a check in the appropriate column)

| Positions | (1)Yes, but only with further university preparation | (2)Yes,with further clinical or technical nursing specialty education | (3)Yes, simply as a graduate from Ryerson | (4)No, not as a graduate from Ryerson |
|---|---|---|---|---|
| Team leader | 1.___ | 2.___ | 3.___ | 4.___ |
| Assistant head nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| Head nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| Supervisor | 1.___ | 2.___ | 3.___ | 4.___ |
| Director of nursing service | 1.___ | 2.___ | 3.___ | 4.___ |
| Public health nurse | 1.___ | 2.___ | 3.___ | 4.___ |
| Public health supervisor | 1.___ | 2.___ | 3.___ | 4.___ |
| Public health director | 1.___ | 2.___ | 3.___ | 4.___ |
| Instructor | 1.___ | 2.___ | 3.___ | 4.___ |
| Professor in a university school of nursing | 1.___ | 2.___ | 3.___ | 4. |
| Director of a school of nursing or department of nursing education | 1.___ | 2.___ | 3.___ | 4.___ |
| Director of nursing in a hospital | 1.___ | 2.___ | 3.___ | 4.___ |

## INSTRUCTIONS FOR ANSWERING QUESTIONNAIRES ON IBM CARDS

1. The questions on this questionnaire are to be answered with electrographic pencils on I.B.M. cards. Please do not fold or bend these cards. One to three cards are provided (depending on the length of the questionnaire).

2. Please do not write on the questionnaires themselves. These questionnaires will be collected at the end of the test period and used again with other groups.

3. Use only the special electrographic pencils for marking the card. Make all your marks dark and heavy and if you erase a mark, erase completely. Fill in whole oval carefully and heavily enough so that no figure is seen underneath. Do not use the special pencils for other work. Please return the pencils with your completed questionnaire.

4. On the back (marked BACK) of each answer card print your name and your identification number. This identification number is on the separate slip of paper given to you at the beginning of this session.

5. On the front (marked FRONT) of each answer card below the words "student number" block in the spaces corresponding to your identification number.

6. Read each question and its numbered answers. Each question is followed by two to five alternative answers.

i.e. 175. Were you born in Canada?
(1) Yes (2) No

OR 168. What was your favorite subject in high school?
(1) Language (foreign)
(2) History
(3) Mathematics
(4) Literature
(5) Other

7. Consider all of the alternative answers. When you have decided which choice is the BEST, blacken the whole of the corresponding oval space on your answer card. Do not enter more than one mark for any question.

8. Even when you are not positive of the answer, or feel that the answer you would like to give is not available, choose the best of the answers provided.
PLEASE DO NOT LEAVE BLANKS !

9. Please check your answer card against your questionnaire to see that you have answered all the questions.

10. Return the answer cards, the questionnaire, and the electrographic pencil when you have completed the session.